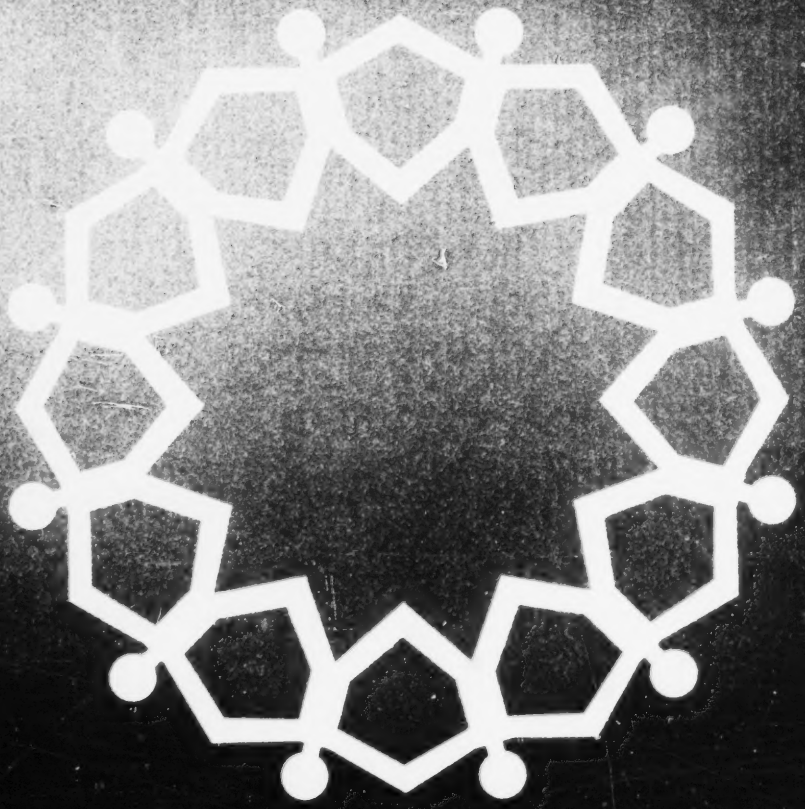
Ministry of Education

Ontario

# Transition Planning: A Resource Guide



2002

# Contents


**Introduction** ..... 3

**Regulatory and Policy Requirements** ..... 4

**The School Board's Role** ..... 6

Supporting and Coordinating the Transition-Planning Process ..... 6

Developing a Board Transition-Planning Policy ..... 6

Providing In-Service Orientation ..... 7

Establishing and Maintaining Links With Other Organizations ..... 7

Establishing a Transition-Planning Advisory Committee ..... 7

**The Principal's Role** ..... 8

Developing School-Level Procedures ..... 8

Creating a Transition-Planning Resource Group ..... 9

Providing Orientation Sessions for Transition-Planning Teams ..... 9

Monitoring Implementation ..... 10

**The Transition-Planning Team** ..... 11

Roles and Responsibilities of Team Members ..... 11

*The Student, Family Members, and the Student's Support Network* ..... 11

*School System Personnel* ..... 12

*Other Participants* ..... 14

**The Transition-Planning Process for Individual Students** ..... 17

Phase 1: Preparation ..... 17

*Appointing the Transition-Planning Team Leader* ..... 17

*Selecting the Transition-Planning Team* ..... 17

*Orienting the Team Members* ..... 18

*Collecting Background Documentation on the Student* ..... 18

*Designing the Process* ..... 18

*Arranging a Meeting* ..... 19

Phase 2: Development of the Plan ..... 19

*Identifying the Student's Transition Goals* ..... 22

*Identifying the Steps and Actions Necessary for Achieving the Goals* ..... 23

*Coordinating the Transition Plan With the IEP and Other Plans* ..... 27



Une publication équivalente est disponible en français sous le titre suivant : *Guide sur la planification de la transition, 2002.*

This publication is available on the Ministry of Education's website at http://www.edu.gov.on.ca.

*Identifying Responsibilities and Timelines* ..... 27
*Resolving Disputes* ..... 27
Phase 3: Documentation and Implementation ..... 27
*Recording the Plan* ..... 27
*Filing and Distributing Copies of the Plan* ..... 27

**An Integrated Planning Process** ..... 29
The IPRC Statement of Decision ..... 29
The Individual Education Plan (IEP) ..... 29
The Annual Education Plan (AEP) ..... 30
The Cooperative Education Personalized Placement Learning Plan ..... 30
Exit Programs ..... 30
The MCFCS "Individual Support Agreement" ..... 31
Health Care and Psychosocial Support Documents ..... 31

**Appendices**
1. Sample Transition Plans ..... 32
2. Sample Forms Related to Transition Planning ..... 40
3. Local Offices of the Ministry of Education, the Ministry of Community, Family and Children's Services, and the Ministry of Health and Long-Term Care ..... 42

**Selected Resources** ..... 43

**Acknowledgements** ..... 46

**List of Figures**

1. Designing the Process and the Plan – Some Guiding Principles ..... 20
2. Sample Checklist for the Components of a Transition Plan ..... 21
3. Self-Advocacy and Disclosure ..... 22
4. Sample Actions for Different Stages Prior to Transition ..... 24
5. Transition-Related Learning Expectations ..... 26

# Introduction

103-01404/

The transition from school to work, further education,[1] and community living can be particularly challenging for some exceptional students. The probability of a successful transition is significantly increased when schools work with parents,[2] employers, community agencies, and providers of further education to develop coordinated transition plans for exceptional students. School principals are required to ensure that a transition plan is prepared, as part of the Individual Education Plan, for each exceptional student who is 14 years of age or older, unless the student is identified as exceptional solely on the basis of giftedness. These requirements are set out in Ontario Regulation 181/98 and are elaborated in the Ministry of Education's policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*.

This guide presents a range of suggestions from which educators may select ideas that would be useful in their particular local context. It is not expected that every suggestion outlined here will be appropriate to or incorporated in every school board's[3] or school's transition-planning process.

This guide sets out no new policy requirements; rather, it provides detailed examples of steps for implementing the policy, in order to assist all those involved in the transition-planning process. Those involved in the process include:

- school board officials, principals, teachers, and others involved in planning and providing special education programs and services;
- students and their families; and
- health care workers, community workers, and others who support students before and after they leave school.

Others who may benefit from this guide include school board officials who are involved in planning for other student transitions, such as entry into school or transition from one school to another.

A transition plan as described in this document is *the school's written plan to assist the student in making a successful transition from school to work, further education, and community living.*

For the student and his or her family and personal support network, the transition plan:

- identifies goals for work, further education, and community living that:
  - reflect actual opportunities and resources that are likely to be available after the student leaves school;
  - are achievable by the student, given appropriate supports;
- defines the actions that are necessary year by year to help the student achieve his or her goals; and
- clarifies the roles and responsibilities of the student, family, and others in carrying out these actions.

Before turning to details of definitions, regulations, and suggestions concerning roles and process, readers may find it helpful to glance at the four sample transition plans included in Appendix 1. These sample plans illustrate a range of approaches that may be taken to respond to the varied needs of students.

---

1. The term *further education* is used to refer to continuing study after the student leaves school in any formal program, including:
   - a program at a college of applied arts and technology;
   - a university program;
   - a private vocational school program;
   - an apprenticeship program;
   - a school board continuing education program;
   - a government-funded educational or training program such as a literacy or life-skills program.

2. Throughout this document, *parents* is used to refer to both parent(s) and guardian(s).

3. The terms *school board* and *board* are used in this document to refer to district school boards and school authorities.

# Regulatory and Policy Requirements

The following paragraphs summarize the requirements outlined in Regulation 181/98 (as amended by Regulation 137/01) that apply to transition planning. The relevant sections of the regulation are identified in parentheses. For the reader's convenience, excerpts from Regulation 181/98 are provided on page 5.

For exceptional students who are age 14 or over and who are not identified solely as gifted (subsections 6[5] and 7[5]), the student's Individual Education Plan (IEP) must include a transition plan (subsections 6[4] and 7[4]) for the student's transition from school to work, further education, and/or community living (subsection 6[4]).

The principal is responsible for ensuring that the IEP, including the transition plan:

1. is developed in consultation with the parent (and the student, if he or she is age 16 or over) (clause 6[6][a]);
2. is developed in consultation with community agencies and postsecondary institutions, as judged appropriate by the principal (subsections 6[7] and 7[6]);
3. takes into consideration any recommendations concerning the student's special education program or services made by an Identification, Placement and Review Committee (IPRC) or Special Education Tribunal (clause 6[6][b]);
4. is completed or revised as required, and a copy sent to the parent (and to the student, if age 16 or over) within 30 school days of:
   - placement of the student in a program (subsection 6[8]);
   - a change of placement (subsection 7[7]);
   - a confirmation of the continuation of an existing placement in an IPRC review decision, or a school board decision upon receipt of recommendations from an appeal board, or a Special Education Tribunal decision (subsection 7[7]);
5. is stored in the student's Ontario Student Record (OSR) file, unless the student's parent objects in writing (section 8).

The regulation also stipulates that a committee conducting a review of the identification or placement of a student must, with the written permission of the student's parent, consider the student's progress with reference to his or her IEP, including the transition plan (subsection 23 [2]).

Standards for transition plans are outlined in the Ministry of Education's policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*. As stated there, every transition plan must include the following elements:

- specific goals for the student's transition to postsecondary activities. The goals must be realistic and must reflect the strengths, needs, and interests of the student;
- the actions required, now and in the future, to achieve the stated goals. The actions identified must build on the student's identified strengths, needs, and interests;
- the person or agency (the student, parents, educators, providers of specialized support and services, community agencies) responsible for or involved in completing, or providing assistance in completing, each of the identified actions;
- timelines for the implementation of each of the identified actions.

**Excerpts from Ontario Regulation 181/98** (as amended by Ontario Regulation 137/01)

*Note:* Because the transition plan is part of a pupil's Individual Education Plan, any provisions of the regulation that apply to the Individual Education Plan also apply to the transition plan.

6. (4) Where the pupil is 14 years of age or older, the individual education plan must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

   (5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.

   (6) In developing the individual education plan, the principal shall,
   a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
   b) take into consideration any recommendations made by the committee [IPRC] or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.

   (7) In developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.

   (8) Within 30 school days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

7. (4) Where an individual education plan does not include a plan for transition to appropriate post-secondary school activities and the pupil has attained the age of 14 or will attain the age of 14 within the school year, the principal shall ensure that a transition plan is developed and included in the individual education plan.

   (5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.

   (6) In reviewing an individual education plan that includes a transition plan or in developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.

   (7) Within 30 school days of an implementation of a change in placement or, where the placement is confirmed, within 30 school days of receiving the notice under subsection (1), the principal shall ensure that,
   a) the plan has been reviewed and updated as appropriate;
   b) a transition plan has been added to the individual education plan where required by subsection (4); and
   c) a copy of the individual education plan has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

8. The principal shall ensure that the individual education plan for a pupil is included in the record kept in respect of the pupil under clause 265 (d) of the Act, unless a parent of the pupil has objected in writing.

**Excerpts from Ontario Regulation 181/98** (as amended by Ontario Regulation 137/01)

*Note:* Because the transition plan is part of a pupil's Individual Education Plan, any provisions of the regulation that apply to the Individual Education Plan also apply to the transition plan.

6. (4) Where the pupil is 14 years of age or older, the individual education plan must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

(5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.

(6) In developing the individual education plan, the principal shall,

a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and

b) take into consideration any recommendations made by the committee [IPRC] or the Special Education Tribunal, as the case may be, regarding special education programs or special education services.

(7) In developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.

(8) Within 30 school days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

7. (4) Where an individual education plan does not include a plan for transition to appropriate post-secondary school activities and the pupil has attained the age of 14 or will attain the age of 14 within the school year, the principal shall ensure that a transition plan is developed and included in the individual education plan.

(5) Subsection (4) does not apply in respect of a pupil identified as exceptional solely on the basis of giftedness.

(6) In reviewing an individual education plan that includes a transition plan or in developing a transition plan under subsection (4), the principal shall consult with such community agencies and post-secondary educational institutions as he or she considers appropriate.

(7) Within 30 school days of an implementation of a change in placement or, where the placement is confirmed, within 30 school days of receiving the notice under subsection (1), the principal shall ensure that,

a) the plan has been reviewed and updated as appropriate;

b) a transition plan has been added to the individual education plan where required by subsection (4); and

c) a copy of the individual education plan has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

8. The principal shall ensure that the individual education plan for a pupil is included in the record kept in respect of the pupil under clause 265 (d) of the Act, unless a parent of the pupil has objected in writing.

# The School Board's Role

The school board's role is to support and coordinate the transition-planning process in its various schools. This role may be performed in different ways by different school boards, depending on local needs. For example, one school board may choose to designate a staff person to coordinate transition planning at the board level, while another board might achieve similar objectives by establishing a board policy to ensure consistency among schools in their approach to transition planning.

In many school districts, it will be more efficient for the school board to maintain certain contacts and information centrally than for each school to develop and maintain them individually. The suggestions that follow do not necessarily require new or additional school board activities. Many supports may already be in place, perhaps in another context. For example, a network of employers for student placements may already have been established through the cooperative education program.

In school boards that serve large geographic areas, responsibilities related to transition planning might be shared by a group of schools located relatively close together. For example, a list of contacts at community agencies, potential employers, colleges, and universities might be developed and shared among neighbouring schools, with staff at different schools assuming responsibility for maintaining liaison with different sectors.

## Supporting and Coordinating the Transition-Planning Process

The school board, or a group of neighbouring school boards, can assist school principals and transition-planning teams by providing certain services and resources centrally. Examples could include:

- developing a board transition-planning policy;
- providing teachers with in-service training on transition planning;
- providing ongoing advice and problem-solving assistance to teachers;
- leading the transition-planning process for some students with high or complex needs;
- developing an inventory of available agencies, services, or support systems;
- maintaining a "library" of resource materials on transition planning;
- establishing and maintaining a transition-planning advisory committee or a network of community resource persons;
- establishing links with various provincially and federally sponsored programs that can assist students during or after transition;
- developing protocols with employers, employer groups, unions, providers of further education, service agencies, and others to facilitate cooperation in transition planning;
- developing an inventory of potential work experience or volunteer placements for exceptional students;
- monitoring individual student transition plans and working with teachers to achieve improvements.

Some of these ideas are elaborated below.

## Developing a Board Transition-Planning Policy

A board-level transition-planning policy could meet a number of needs. For example, it could:

- define roles and responsibilities for the board and for individual schools;
- identify services and resources that will be provided to support transition planning;
- stipulate which of the many suggestions in this resource guide are adopted as board policy;
- define how transition planning is to be coordinated with other planning activities (see the section "An Integrated Planning Process", pp. 29–31).

## Providing In-Service Orientation

It is recommended that school boards design and deliver their in-service programs in cooperation with local social service and health care agencies, employer groups, and postsecondary institutions. A joint in-service program for staff of school boards, social service agencies, and others will:

- bring school staff together with staff of other organizations who can provide information that will assist in transition planning; and
- assist school staff and staff of other organizations to understand one another's programs, services, and operating constraints.

Staff of the Ministry of Education may be able to assist with advice and additional resource materials for in-service programs. Initial contacts with social service and health care agencies can be facilitated by staff of the regional offices of the Ministry of Community, Family and Children's Services and by the Community Care Access Centres of the Ministry of Health and Long-Term Care. (Internet addresses for current lists of these offices can be found in Appendix 3.)

## Establishing and Maintaining Links With Other Organizations

School board special education staff can assist schools by establishing working relationships with regional and local agencies. Boards in cooperation with such organizations may find it useful to define and document local procedures as a guide for those who are developing transition plans for individual students.

In the employment sector, school boards may contact employers, chambers of commerce, boards of trade, unions, service clubs, and community employment agencies in their districts in order to bring together information about potential work placement and employment opportunities. School and board resources that may be available to assist in this work include the following:

- school councils;
- the school board's Special Education Advisory Committee (SEAC);
- guidance and career education departments;
- cooperative education departments.

The Canadian Council for Exceptional Children and its Ontario federation, as well as various parent associations (national, provincial, and local), may be able to provide advice, assistance, and resource materials to help with transition planning. A number of provincial parent associations (such as the Learning Disabilities Association of Ontario and the Association for Bright Children) have developed resource materials to support transition planning for exceptional students and have made it known that they are pleased to share these materials with school boards.

## Establishing a Transition-Planning Advisory Committee

One means of establishing and maintaining a network of contacts with health care, social service, further education, and workplace organizations is through a transition-planning advisory committee. This committee could assist the board to document community resources and to develop procedures schools can follow, where appropriate, to involve other organizations in transition planning for individual students.

Several models are possible for such a committee:

- In some communities there may be existing groups that serve (or could have their mandates extended to serve) this function.
- Alternatively, a transition-planning advisory committee might be established as a subcommittee of the school board's Special Education Advisory Committee.
- Another model is a committee with open and unlimited membership. Such a committee is a means of recruiting broad community support and creating a network of resource persons for transition-planning teams to draw on for advice and support. The committee might meet only once a year in a general meeting. A smaller executive committee and/or a number of task-oriented subcommittees could meet more frequently, as needed.

# The Principal's Role

Regulation 181/98 designates the school principal as the individual responsible for ensuring that transition plans are developed and maintained in accordance with the regulation. That is, the process must include consultation with:

- the parent (and the student, if age 16 or over); and
- such community agencies and postsecondary educational institutions as the principal considers appropriate.

As well, the *plan* must:

- take into consideration IPRC and/or Special Education Tribunal program and service recommendations (if any);
- be completed within 30 school days of the commencement or confirmation of the student's placement and a copy must be sent to a parent of the student and the student, if age 16 or older;
- be filed in the student's OSR.

To facilitate the implementation of transition planning, the principal may choose to:

- develop school-level procedures;
- create a transition-planning staff resource group; and/or
- develop orientation strategies to help staff, students, families, and community representatives become familiar with the transition-planning process.

The principal should also monitor the implementation of transition planning to ensure that it complies with the requirements of the regulation, ministry policy, and school board policy (where applicable).

## Developing School-Level Procedures

The procedures used by schools for developing transition plans, unlike those for developing Individual Education Plans, call for outreach into the wider community. Whether or not school board transition-planning procedures are in place, specific school-level procedures can therefore be helpful to the staff responsible for developing student transition plans.

School-level transition planning procedures could be developed by a small group of staff, appointed by the principal, who have an interest in exceptional children. This group might include representatives of the school's:

- special education staff;
- guidance and career education program;
- cooperative education program;
- teacher-advisers; and/or
- classroom teachers.

To acquaint themselves with the concepts of transition planning, group members could:

- participate in school board transition-planning in-service sessions, if available;
- review school board, ministry, and other resource documents (including this guide);
- consult material from the resource list of this guide; and/or
- find out what other schools are doing.

In developing the school's transition-planning procedures, the group could address questions such as the following:

- Who should have responsibility in practice for individual student transition plans?

- How could the process be made flexible enough to accommodate the diverse needs of all exceptional students?
- How can transition planning be coordinated with other individualized planning processes such as the annual education plan (AEP)?
- How can transition planning be coordinated with other programs, including the teacher-adviser program, the guidance and career education program, and the cooperative education program?
- How should the process be monitored and improved?
- What should be done to familiarize teachers, students, and parents with the transition-planning process?

In preparing to implement transition planning, the staff group could identify and contact various resource personnel, including:

- school board resource persons;
- key staff in other local schools (to coordinate efforts);
- local further education institutions or programs;
- local employment committees, boards of trade, service clubs, unions, and chapters of professional associations;
- local health and community service agencies;
- local parent associations (e.g., Association for Community Living; Learning Disabilities Association).

Links established with community agencies at the school board level can assist schools in contacting and setting up cooperative arrangements with these resource persons or groups. (See "Establishing and Maintaining Links With Other Organizations" under "The School Board's Role", p. 7.)

## Creating a Transition-Planning Resource Group

In most schools, a core group of staff may be called on to serve on a number of transition-planning teams. These will likely (but not necessarily) be the same people who assisted in developing the school-level transition-planning procedures. The principal might formally designate these staff persons as the school's Transition-Planning Resource Group and expect them to provide leadership in transition planning within the school.

Over time, certain staff from external organizations (such as health care and social service agencies, employer groups, and further education programs or institutions) may come to be closely involved with the school in transition planning and could be included as external members of the school's Transition-Planning Resource Group.

## Providing Orientation Sessions for Transition-Planning Teams

To avoid explaining the transition-planning process individually to each participant, schools could organize one or more orientation sessions each year for:

- teachers;
- students;
- family members;
- students' support providers; and
- anyone else who is new to the transition-planning process.

The goal of the orientation session(s) would be:

- to ensure that all of the participants on each student's transition-planning team are familiar with the purpose of transition planning and the process to be followed;
- to provide detailed information about the range of services and programs available to support students after they leave school.

Alternatively, orientation sessions could be sponsored by:

- the school board;
- the board's Special Education Advisory Committee;
- the school council.

## Monitoring Implementation

Monitoring requirements for Individual Education Plans are set out in the Ministry of Education policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*. Because the transition plan is part of the IEP, these standards for IEP monitoring also apply to transition plans. In particular, the principal must ensure that the staff member assigned to coordinate the development and implementation of the plan has:

- reviewed the plan with the principal;
- met with appropriate staff to discuss implementation of the activities described in the plan;
- informed appropriate teachers, parents, and the student of any changes to the student's learning expectations resulting from the plan;
- discussed with the appropriate teachers the importance of parental (and student) involvement in implementing the plan;
- established a plan and timetable for evaluating and monitoring the student's progress; and
- shared information about this monitoring plan with appropriate staff, parents, and the student.

The principal could include procedures for evaluating and monitoring the student's progress in the statement of school-level procedures for transition planning. For example, the school-level procedures related to monitoring might:

- assign monitoring responsibility to transition-planning team leaders;
- require that monitoring occur at least once during the year and more frequently where appropriate (e.g., for students whose learning expectations, as set out in the IEP, are revised during the school year or whose needs and goals change significantly during the school year);
- require that monitoring occur early enough in the year to allow for changes to be made if needed;
- encourage involvement of the student and his or her family wherever this is possible and reasonable (e.g., in monitoring the actions in the plan for which they are responsible);
- require phone calls or face-to-face interviews with parents (and with students, where appropriate);
- require team leaders to assess whether the actions specified in the student's transition plan are occurring within the stated timelines and are of an acceptable quality.

# The Transition-Planning Team

Transition planning is necessarily a collaborative activity, involving the team of people who will provide support in assisting the student to achieve his or her goals. The team should include:

- the student, family members, and the student's support network;
- one of the student's teachers and other school support persons; and
- (as appropriate and as needed) representatives of organizations that will be providing support after the student leaves school.

Depending on the needs of the student, this team may include the same people who develop the other portions of the student's IEP, or it may require a substantially different membership. The team should always include the primary providers of the supports needed by the student; their participation will help the team to formulate realistic goals and action plans and to implement those plans successfully. Having an identifiable transition-planning team for each student will help to ensure that each plan is individualized to meet the needs of the student.

## Roles and Responsibilities of Team Members

A list of *potential* team members and their suggested roles is given below. Apart from the core team of student, parent, and teacher, the potential team members identified here should be included on an as-needed basis. Suggestions for selecting a team for a specific student are provided in the next section, "The Transition-Planning Process for Individual Students".

### The Student, Family Members, and the Student's Support Network

#### 1. The Student

The student's personal commitment to the transition plan is vitally important to its success. Students' commitment will be enhanced through their meaningful involvement.

The student, initially through the annual education plan (AEP), assumes responsibility for identifying goals and the steps needed to achieve those goals.

Active involvement in transition planning may also assist the student to develop self-advocacy skills that will be beneficial to him or her throughout life.

***Strategies to encourage student participation might include the following:***

- Consult the student about whom to invite to join his or her transition-planning team and consider including individuals who know the student well (for example, a support worker, attendant, or friend).
- With the permission of the student, review the student's AEP with him or her and discuss specific details about the student's wishes for the future, including work preferences and further education and independent-living choices.
- If a transition-planning meeting is scheduled, review the agenda for the meeting with the student in advance and help the student prepare his or her contribution.

# The Transition-Planning Team

Transition planning is necessarily a collaborative activity, involving the team of people who will provide support in assisting the student to achieve his or her goals. The team should include:

- the student, family members, and the student's support network;
- one of the student's teachers and other school support persons; and
- (as appropriate and as needed) representatives of organizations that will be providing support after the student leaves school.

Depending on the needs of the student, this team may include the same people who develop the other portions of the student's IEP, or it may require a substantially different membership. The team should always include the primary providers of the supports needed by the student; their participation will help the team to formulate realistic goals and action plans and to implement those plans successfully. Having an identifiable transition-planning team for each student will help to ensure that each plan is individualized to meet the needs of the student.

## Roles and Responsibilities of Team Members

A list of *potential* team members and their suggested roles is given below. Apart from the core team of student, parent, and teacher, the potential team members identified here should be included on an as-needed basis. Suggestions for selecting a team for a specific student are provided in the next section, "The Transition-Planning Process for Individual Students".

### The Student, Family Members, and the Student's Support Network

#### 1. The Student

The student's personal commitment to the transition plan is vitally important to its success. Students' commitment will be enhanced through their meaningful involvement.

The student, initially through the annual education plan (AEP), assumes responsibility for identifying goals and the steps needed to achieve those goals.

Active involvement in transition planning may also assist the student to develop self-advocacy skills that will be beneficial to him or her throughout life.

***Strategies to encourage student participation might include the following:***

- Consult the student about whom to invite to join his or her transition-planning team and consider including individuals who know the student well (for example, a support worker, attendant, or friend).
- With the permission of the student, review the student's AEP with him or her and discuss specific details about the student's wishes for the future, including work preferences and further education and independent-living choices.
- If a transition-planning meeting is scheduled, review the agenda for the meeting with the student in advance and help the student prepare his or her contribution.

### 2. Parents, Other Family Members, and Non-Family Advocates

Regulation 181/98 requires that the parent and the student, if age 16 or over, must be invited to participate in the IPRC and must be consulted in the development of the IEP. This requirement also applies to the transition plan, which is a part of the IEP.

Some students, especially those in their late teens, may need only minimal support from their family or others. For other students, especially those with high or complex needs, family members and other persons in the student's individual support network will play a key role both before and after the student's transition.

Where the student requires support or assistance to identify needs, strengths, and goals, the appropriate members of his or her support network should be included in all phases of the development, implementation, and evaluation of the transition plan. Persons who may play a support role for the student include the following:

- parents
- other family members
- an advocate (e.g., from a provincial parent association) or friend of the student or family
- attendants or support workers (e.g., educational assistant, developmental services worker, child and youth worker)
- health care or social work professionals (e.g., case worker, doctor, psychologist)

Serving in a support role, parents, family, and others in the student's support network can:

- assist the student to feel comfortable with the process;
- assist the student in communicating with other members of the planning team;
- suggest options appropriate to the student and comment on the implications for the student of the various options under consideration;
- assist the student in carrying out the actions assigned to him or her in the transition plan.

***Strategies to encourage parent participation might include the following:***

- Invite parents to an orientation meeting and/or prepare a parent information package that:
  - provides information explaining the need for and purpose of the transition plan and the process by which it is produced;
  - explains any technical and professional terms;
  - identifies the issues addressed through transition planning and the services available in the community for students after they leave school;
  - assures them that participation in the transition-planning process can help them to learn more about relevant services and how to gain access to them.
- If the student's needs are complex and a large transition-planning meeting is needed, consider inviting parents to a smaller orientation meeting in advance, or arrange to speak with them by phone before the meeting. Identify issues the parents wish to raise at the transition-planning meeting. Ensure that parents have copies of relevant materials before the meeting, including the student's AEP, the most recent IEP and IPRC statement of decision, and relevant assessments (educational, psychological, medical, and others).
- Connect the parents with a local parent association such as the local Learning Disabilities Association, Association for Community Living, or other associations represented on the board's Special Education Advisory Committee.

*Note:* For adult students (students 18 years of age and over), parents should be invited to participate with the permission of the student.

### School System Personnel

The school principal has overall responsibility for transition planning in the school. The principal's role is described in the preceding section.

### 2. Parents, Other Family Members, and Non-Family Advocates

Regulation 181/98 requires that the parent and the student, if age 16 or over, must be invited to participate in the IPRC and must be consulted in the development of the IEP. This requirement also applies to the transition plan, which is a part of the IEP.

Some students, especially those in their late teens, may need only minimal support from their family or others. For other students, especially those with high or complex needs, family members and other persons in the student's individual support network will play a key role both before and after the student's transition.

Where the student requires support or assistance to identify needs, strengths, and goals, the appropriate members of his or her support network should be included in all phases of the development, implementation, and evaluation of the transition plan. Persons who may play a support role for the student include the following:

- parents
- other family members
- an advocate (e.g., from a provincial parent association) or friend of the student or family
- attendants or support workers (e.g., educational assistant, developmental services worker, child and youth worker)
- health care or social work professionals (e.g., case worker, doctor, psychologist)

Serving in a support role, parents, family, and others in the student's support network can:

- assist the student to feel comfortable with the process;
- assist the student in communicating with other members of the planning team;
- suggest options appropriate to the student and comment on the implications for the student of the various options under consideration;
- assist the student in carrying out the actions assigned to him or her in the transition plan.

***Strategies to encourage parent participation might include the following:***

- Invite parents to an orientation meeting and/or prepare a parent information package that:
  - provides information explaining the need for and purpose of the transition plan and the process by which it is produced;
  - explains any technical and professional terms;
  - identifies the issues addressed through transition planning and the services available in the community for students after they leave school;
  - assures them that participation in the transition-planning process can help them to learn more about relevant services and how to gain access to them.
- If the student's needs are complex and a large transition-planning meeting is needed, consider inviting parents to a smaller orientation meeting in advance, or arrange to speak with them by phone before the meeting. Identify issues the parents wish to raise at the transition-planning meeting. Ensure that parents have copies of relevant materials before the meeting, including the student's AEP, the most recent IEP and IPRC statement of decision, and relevant assessments (educational, psychological, medical, and others).
- Connect the parents with a local parent association such as the local Learning Disabilities Association, Association for Community Living, or other associations represented on the board's Special Education Advisory Committee.

*Note:* For adult students (students 18 years of age and over), parents should be invited to participate with the permission of the student.

### School System Personnel

The school principal has overall responsibility for transition planning in the school. The principal's role is described in the preceding section.

### 3. Subject Teachers

Subject teachers should participate in the planning process with relevant observations about the student's strengths, needs, interests, and performance. They may assume responsibility for teaching and assessing the knowledge and skills (e.g., mathematical, communication, and critical thinking skills) identified in the IEP and transition plan as necessary for the student to achieve his or her academic and transition goals.

In integrated settings, subject teachers may also be called upon to teach specialized knowledge and skills (e.g., self-advocacy and stress-management skills) that are identified in the transition plan as necessary for the student to achieve his or her goals.

### 4. Special Education Teachers

Special education teachers can provide key observations concerning the student's strengths and needs and can assist in collecting information about the student that is needed to develop the transition plan.

Special education teachers' experience with the particular student and with other students who have similar needs will enable them to help the team match the student's needs and interests with appropriate goals and identify effective actions to assist the student in achieving those goals.

When it is the special education teacher who leads the development of the student's IEP, it may be appropriate for the same teacher to lead the student's transition-planning team.

### 5. Educational Assistants

For some high-needs exceptional students, an educational assistant, developmental services worker, or child and youth worker may spend more time with the student than anyone else at the school and may have a particularly good idea of the student's interests, strengths, and needs.

Where communication is limited by the student's disability, a personal support worker may be able to facilitate communication with the student and anticipate the likely reaction of the student to actions that are being considered in the transition plan.

### *6. Teacher-Advisers*

The teacher-adviser assists the student in preparing his or her annual education plan (AEP), and so is familiar with the student's strengths, needs, and interests. In consultation with the team leader, the teacher-adviser may be able to help the student formulate appropriate goals that are consistent with those strengths, needs, and interests.

In cases where the student requires assistance to communicate effectively, the student's teacher-adviser may be able to assist the student in communicating his or her goals to the transition-planning team.

### 7. Guidance Teachers/Counsellors

Guidance and career education teachers will be involved in teaching exceptional students who are enrolled in courses offered through the guidance and career education program.[4]

The guidance counsellor can provide career and personal development information to students and parents, as well as information on the range of support services available to exceptional students after they leave school.

Counsellors can conduct and interpret career-assessment activities and help to coordinate some support services documented in the IEP and the transition plan (e.g., help the student contact colleges and universities and the special needs offices of those institutions, where appropriate).

In some circumstances, guidance personnel may become closely involved with the support of some exceptional students and may be suited to playing a key role in the development and implementation of the transition plan.

### 8. Cooperative Education Teachers/Coordinators

Cooperative education or other forms of work experience can be a key factor in supporting a successful transition to work. It may be appropriate for some students to have cooperative education in each semester for two or three years, in a range of suitable placements. Cooperative education provides a means for

4. See *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999* and *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000*.

students to acquire and demonstrate workplace skills, thereby easing their transition to the work force.[5]

Providing appropriate and equitable access to cooperative education (particularly to the work placement component) for exceptional students is a significant challenge, and support from the school board is particularly important in this area. It is important for cooperative education and work experience programs to be available without barriers to exceptional students. Where cooperative education placements are identified as transition activities, early and detailed planning is recommended.

**9. School Board Special Education Administrators**
An important role for special education administrators is to create an environment of support in the transition-planning process (see "Supporting and Coordinating the Transition-Planning Process", pp. 6–7).

For some students with high or complex needs, a special education administrator may be a valuable resource for, or leader of, the transition-planning team because of his or her knowledge of the broad range of programs and services available and of the range of options that may be open to the student.

**10. Psychologists and Other Professionals**
Where a psychologist, social worker, or other support professional is closely involved with the student, the professional input of such persons may be helpful in formulating goals and actions that are appropriate for the student.

These professionals, although grouped here with school system personnel, may also be:

- employees of local hospitals or treatment centres;
- health care or community service providers who provide support services to the student or board;
- members of the student's existing support network outside the school.

Parents and older students should be asked:

- to identify any service providers external to the school system who are working with the student;
- to give the team leader permission to contact these persons and invite them to participate on the transition-planning team.

**Other Participants**

**11. Community Service and Health Care Providers**
Community service and health care providers can present specific information to the team regarding the type, nature, and availability of services at the local level for the student after leaving school.

Representatives from the regional offices of the Ministry of Community, Family and Children's Services (MCFCS)[6] and representatives from Community Care Access Centres[7] of the Ministry of Health and Long-Term Care may be particularly helpful at the earlier planning stages because of their overall knowledge of the range of options available. See Appendix 3 for websites providing current lists of these offices.

For students who will require supports after they leave school, representatives from organizations that offer such supports can:

- assist families with the application process;
- help teachers to plan learning experiences that will prepare students for their post-school support environment; and
- help the agencies prepare to provide services to the student.

5. In 2001–02, the Ministry of Education pilot-tested the Ontario Skills Passport in nineteen school boards with students in cooperative education work placements. The Skills Passport provides clear descriptions of skill requirements for entry-level work in today's labour market. It also identifies work habits deemed by employers to be important in the workplace. The skills described in the Ontario Skills Passport were identified as "essential skills" through research and interviews conducted by Human Resources Development Canada with more than 3000 Canadian workers.

6. In the event that a student is receiving support from an MCFCS-funded service provider, the planning process needs to be linked to the MCFCS planning process as outlined in the ministry's January 1998 document entitled *Individual Support Agreements for People With Developmental Disabilities*. The local MCFCS Coordinated Access Centres are an appropriate first point of contact with local community service agencies. MCFCS regional offices can provide contact information for the Coordinated Access Centres.

7. The Ministry of Health and Long-Term Care Community Care Access Centres (CCACs) are now the point of contact for in-home services, school health care support services, and placement for long-term care residential services. CCAC responsibilities include assessment, service planning, referral, and ongoing coordination. It is appropriate for schools or school boards to involve the local CCAC as a participant in the planning process for those students who have been receiving services through the CCAC, either at home or at school.

For these students, early referral to a health care or social service provider will increase timely access to services.

For students who are receiving health care or social service supports while enrolled in school, the student's health care or social service providers may be involved on the transition-planning team at a relatively early stage as part of the student's support network.

**12. Representatives of Agencies and Institutions Offering Further-Education Programs**

Further-education options include:

- day and evening programs in universities or colleges of applied arts and technology;
- apprenticeships;
- private vocational schools;
- community agencies;
- continuing education programs offered through secondary schools, including adult training and adult basic education programs.

Representatives from agencies or institutions that offer further-education programs can contribute on a board-level transition-planning advisory committee and can also be valuable resources for transition-planning teams for individual students.

Contact with postsecondary institutions a year in advance of a student's transition may help to ensure access for the student to program opportunities and allow time for the institution or department to arrange supports needed by the exceptional student.

In some cases, informal arrangements for provisional acceptance of the student in a college or university program may be possible and may facilitate specific transition planning by both the student and the educational institution.

As the date for transition approaches, the special needs offices of colleges and universities can assist by identifying the accommodations that are available to students. Once students are admitted, it is the responsibility of the special needs offices to assist them in obtaining accommodations appropriate to their special needs.

**13. Workplace Representatives**

Representatives of employer associations or unions can assist by:

- providing information on current and future job prospects in the local area;
- helping to locate sites for cooperative education or work experience placements;
- supporting or sponsoring special events such as job fairs and guest speakers.

At the regional or board level (e.g., through participation on a transition-planning advisory committee), workplace representatives can provide information about:

- the labour needs of business and industry;
- changes in technology; and
- the impact of these factors on instructional programs and curricula.

The student's cooperative education or work experience employer can advise the transition-planning team about the accommodations the student requires in order to work effectively, and about any additional learning required by the student in order to fulfil employment requirements.

For moderate-to high-needs students, where a specific job has been arranged (e.g., as a result of previous cooperative education or work experience placements), the employer can assist the transition-planning team in defining activities that will prepare the student for the transition to that job.

***Strategies to encourage the participation of representatives of community service agencies, employer groups, and postsecondary institutions might include the following:***

- Involve these individuals where possible at the school board or school level where they can provide assistance in a generic way that will benefit many students.
- Create and maintain a network of contacts. Such a network, once established, can support the transition-planning teams for many individual students.

For these students, early referral to a health care or social service provider will increase timely access to services.

For students who are receiving health care or social service supports while enrolled in school, the student's health care or social service providers may be involved on the transition-planning team at a relatively early stage as part of the student's support network.

### 12. Representatives of Agencies and Institutions Offering Further-Education Programs

Further-education options include:

- day and evening programs in universities or colleges of applied arts and technology;
- apprenticeships;
- private vocational schools;
- community agencies;
- continuing education programs offered through secondary schools, including adult training and adult basic education programs.

Representatives from agencies or institutions that offer further-education programs can contribute on a board-level transition-planning advisory committee and can also be valuable resources for transition-planning teams for individual students.

Contact with postsecondary institutions a year in advance of a student's transition may help to ensure access for the student to program opportunities and allow time for the institution or department to arrange supports needed by the exceptional student.

In some cases, informal arrangements for provisional acceptance of the student in a college or university program may be possible and may facilitate specific transition planning by both the student and the educational institution.

As the date for transition approaches, the special needs offices of colleges and universities can assist by identifying the accommodations that are available to students. Once students are admitted, it is the responsibility of the special needs offices to assist them in obtaining accommodations appropriate to their special needs.

### 13. Workplace Representatives

Representatives of employer associations or unions can assist by:

- providing information on current and future job prospects in the local area;
- helping to locate sites for cooperative education or work experience placements;
- supporting or sponsoring special events such as job fairs and guest speakers.

At the regional or board level (e.g., through participation on a transition-planning advisory committee), workplace representatives can provide information about:

- the labour needs of business and industry;
- changes in technology; and
- the impact of these factors on instructional programs and curricula.

The student's cooperative education or work experience employer can advise the transition-planning team about the accommodations the student requires in order to work effectively, and about any additional learning required by the student in order to fulfil employment requirements.

For moderate-to high-needs students, where a specific job has been arranged (e.g., as a result of previous cooperative education or work experience placements), the employer can assist the transition-planning team in defining activities that will prepare the student for the transition to that job.

***Strategies to encourage the participation of representatives of community service agencies, employer groups, and postsecondary institutions might include the following:***

- Involve these individuals where possible at the school board or school level where they can provide assistance in a generic way that will benefit many students.
- Create and maintain a network of contacts. Such a network, once established, can support the transition-planning teams for many individual students.

- Approach the office or individual in the organization with the most direct interest in assisting students who have special needs (e.g., the special needs office of a college or university; the case worker from an agency who is currently providing services to the student).
- Be sure to encourage participation of a kind that is consistent with the role or mandate of the organization.
- Be selective in seeking assistance. Request participation only where the provider's involvement is critical to the success of a particular student's transition plan.

# The Transition-Planning Process for Individual Students

The transition-planning process described below has three phases:

Phase 1: Preparation

Phase 2: Development of the Plan

Phase 3: Documentation and Implementation

## Phase 1: Preparation

### Appointing the Transition-Planning Team Leader

Because transition planning requires coordination of the contributions and activities of a number of partners, good practice suggests that a single individual should be identified by the school principal to lead the process.

Since the transition plan is part of the student's IEP, the teacher who is assigned responsibility for the IEP is a logical candidate for team leader.

In special circumstances or for students with high or complex needs, the principal might decide to take this role. Or, by agreement with the school board, a special education consultant/coordinator or a psychologist or social worker might act as team leader.

Because transition planning is the responsibility of the school board (and, in particular, the principal), the role of transition-planning team leader cannot be delegated to anyone other than an employee of the school board.

In the year(s) immediately prior to the student's transition, much of the plan may focus on events after the student leaves school. At the discretion of the transition-planning team leader, it may be appropriate for support providers who will be coordinating services after the student leaves school to take a more prominent role in the formulation of the plan. However, the contents of the plan remain the responsibility of the school principal while the student remains in school.

### Selecting the Transition-Planning Team

The team leader, under the direction of the principal and in consultation with the student and/or parent, will determine the composition of the student's transition-planning team. A detailed list of the potential members of the transition-planning team and the roles they might play is provided in the preceding section, "The Transition-Planning Team".

Team members should be added to the core team of student, parent, and teacher as necessary to ensure that:

- the needs and strengths of the student are fully accounted for in the plan;
- the student's goals are achievable with appropriate supports;
- the actions identified in the plan are appropriate in light of the student's goals and abilities;
- the student will have access to sufficient resources to enable him or her to complete the planned actions and steps leading to achievement of the goals.

As a general rule, those persons who have ongoing responsibility for actions identified in the transition plan, or who are likely to be assigned responsibility for actions in this year's plan, should be identified as members of the student's transition-planning team.

It may also be appropriate to include professionals from outside the school system. It is suggested that such persons be called upon only when needed, to serve as resources for the core members of the team.

The participation of professionals should not eclipse or diminish the role of the student, family, and friends in taking responsibility for the student's transition. In the long run, it is the student's relationships with family and friends that endure, rather than those based on professional duty.

**Orienting the Team Members**

The team leader should make sure that all team members are familiar with transition-planning concepts and procedures by arranging for them to attend a school orientation session. Where the school does not provide a general orientation meeting (as described on pp. 9–10), the team leader should plan an initial meeting for team members who require orientation.

The team leader may become aware that the transition-planning process will be intimidating to the student or members of the student's family. In such a case, the team leader could arrange a separate, preliminary meeting with the student and family. Objectives for this meeting could be:

- to enable the team leader, the student, parents, and supporters to get to know each other;
- to familiarize the student, parents, and supporters with the process and the roles they will be expected to play;
- to identify other support providers who should be included in the transition-planning process and determine whether there are any special requirements, such as the need for an interpreter.

**Resource Materials**

Certain resource materials will be important references for the team leader and should be available on request to team members. These include (where applicable and available):

- this guide;
- school board policy and resource materials;
- local school policy and procedures for transition planning, including any agreements made between the school board and local service agencies, educational institutions, or employers to support transition planning for students;
- an inventory of service providers and contact people;
- an inventory of work experience and job placement resources;
- an inventory of further-education opportunities.

**Collecting Background Documentation on the Student**

The team leader will also collect (with appropriate permissions)[8] information about the student for consideration in developing the transition plan. Relevant information includes:

- last year's transition plan and any progress reports;
- a list of the student's strengths and needs from the most recent IPRC statement of decision;
- the student's most recent annual education plan (AEP);
- the student's most recent IEP;
- the student's recent report cards;
- an educational assessment (from the IPRC process);
- a vocational assessment (if any);
- any relevant medical, psychological, and other assessments (e.g., speech and language, behavioural, physical or occupational).

A sample form for obtaining parental (or, as appropriate, student) consent to share this information with members of the transition team can be found in Appendix 2.

The team leader might also review the student's IEP and AEP for information about the following topics:

- the student's vocational, further education, and leisure interests;
- the student's current out-of-school activities;
- the student's support network (family, friends, attendants, professionals, advocates);
- any health care or other support services the student is currently receiving.

**Designing the Process**

The team leader must decide whether the transition plan can be developed as part of other processes (e.g., the IEP process) or whether a separate transition-planning meeting is required. The team leader will

8. For example, because some team members may not be school board employees, parent/student permission may be required to share information from the student's Ontario Student Record (OSR).

therefore need to determine in advance which of the following best describes the student's needs.

1. The student's transition-planning needs can likely be met as part of the IEP (and AEP) processes, with appropriate involvement of the student and family.
2. The student is likely to require a number of specific supports to ensure a smooth and effective transition. In such a case, it may be necessary to call a transition-planning meeting or to devote a portion of the IEP meeting (if one is held) specifically to transition planning, especially if a transition plan has not previously been developed for this student.
3. The student has high or complex needs that may currently involve the participation of health care and community service providers and that will require multiple and extensive supports to ensure a smooth and effective transition. In such a case, a detailed transition plan is needed and may best be compiled as a separate section of the IEP or as a separate transition plan appended to the IEP. Such a plan will likely be most effectively developed in meetings devoted specifically to transition planning to which persons outside the school system who are involved with the student can be invited.

Some of the principles that should guide the design of the planning process and of the transition plan itself are outlined in Figure 1, on page 20.

**Arranging a Meeting**

If a transition-planning meeting is necessary, it should be arranged at a time that permits as many as possible of the members of the student's transition-planning team to attend. In order to avoid multiple meetings, the team leader should consider coordinating the transition-planning meeting with the IPRC review, a parent–teacher interview, or the IEP meeting (if there is one). Suggestions for encouraging the participation of students, parents, and representatives of other organizations may be found in the section entitled "The Transition-Planning Team" (pp. 11–16).

To ensure that the special needs of the student, the parents, and others are met, the meeting should be held in a physically accessible location, and arrangements should be made to provide support workers (e.g., attendants, interpreters, readers) and/or equipment (e.g., FM equipment, audio recording equipment) as required.

## Phase 2: Development of the Plan

The process of developing or reviewing a transition plan should include the following steps:

- identifying the student's transition goals;
- identifying the steps and actions necessary for achieving the goals;
- coordinating the transition plan with the IEP and other plans;
- identifying timelines and responsibilities.

The sample checklist for components of the plan presented in Figure 2, on page 21, may be useful in working through the development process.

*(text continues on p. 22)*

**Figure 1: Designing the Process and the Plan – Some Guiding Principles**

The experience of transition planning in Ontario schools, combined with information from jurisdictions across Canada and the United States, reveals a number of commonly accepted principles for designing a transition-planning process. The following principles have been adapted from many sources to fit the current Ontario context. The principles apply both to the planning process and to the written plan.

Both the process and the plan should be:

1. **Simple** – Keep the process as simple as possible while meeting the student's needs. For some students, very little planning, if any, will be required beyond what is done by the student in his or her annual education plan (AEP) and by the school through the IPRC process and the Individual Education Plan (IEP). Students with higher needs will require a more complex planning process and a more complex plan.
2. **Goal-Oriented** – The student's goals for work, further education, and community living are the starting point for transition planning. The transition-planning process may assist the student in developing and refining his or her goals. All components of the transition plan should assist the student in achieving those goals.
3. **Complete** – The transition plan and the planning process should view the student as a complete person with multiple abilities and needs. Further education, work, and independent community living are complementary goals. For example:
   - All students have some need for lifelong **learning** beyond school.
   - Almost all students will need or wish to engage in productive **employment**, supported employment, or meaningful volunteer work.
   - Almost all students will aspire to **independent living** regardless of ability level or vocational or educational goals.
4. **Individualized** – The student should be given as much opportunity and responsibility as possible in determining his or her goals and the actions required to achieve these goals. Some students in the senior years of secondary school may be able to take full or almost full responsibility for planning their future.
5. **Based on Partnership** – Effective transition planning and implementation require a three-way partnership among the student, the school, and the organizations that will be providing support after the student leaves school. Depending on the student's needs:
   - the student may be joined by his or her family and support network;
   - the school may be represented by teachers and professional support staff and administration; the organizations that will be providing support after the student leaves school may include health care and community service agencies, further education institutions, employers, unions, and others.
6. **Flexible** – The transition plan should remain flexible and allow the student to specify different or additional goals at any time. It should also be reviewed at least annually in conjunction with the IPRC review, the IEP, and the AEP to determine the continuing appropriateness of the goals and the actions defined in the plan to achieve the goals. Revisions should be made to reflect:
   - student growth;
   - changes in the student's needs, interests, and goals;
   - changes in the student's environment, such as the family situation, or in a key support group;
   - new information on future prospects;
   - the effectiveness of actions taken to date.

**Figure 2: Sample Checklist for the Components of a Transition Plan**

**Goals**

- ☐ Consistent with IPRC:
  - ☐ statement of strengths and needs
  - ☐ placement decision
- ☐ Consistent with AEP goals
- ☐ Complete – that is, they encompass the following:
  - ☐ employment, supported employment, or community volunteering
  - ☐ further education (after leaving school)
  - ☐ community living
- ☐ Realistic (in terms of the student's abilities, motivation, available supports, actions specified, and time available)
- ☐ Sufficiently challenging (i.e., they encourage the student to achieve his or her potential)

**Actions**

*The actions specified are:*

- ☐ Consistent with IPRC recommendations about special education program and services

*The actions specified include the following:*

- ☐ Timely application to wait-listed programs and services, such as:
  - ☐ further education
  - ☐ social services
  - ☐ health care services
  - ☐ case worker
  - ☐ housing
  - ☐ transportation
  - ☐ supported employment
- ☐ Opportunities for the student to further refine goals
- ☐ Provision of supports consistent with the student's goals, such as:
  - ☐ school school board services
  - ☐ equipment
  - ☐ health care and social services
- ☐ Appropriate work placements and community service activities
- ☐ Familiarization with future program options and service providers
- ☐ Investigation of future financial support
- ☐ Development of IEP learning expectations that:
  - ☐ reflect the student's goals
  - ☐ maintain provincial curriculum expectations as much as possible
- ☐ Development of individualized learning expectations* related to:
  - ☐ knowledge of disability issues
  - ☐ self-advocacy skills
  - ☐ study skills
  - ☐ vocational/job skills
  - ☐ employability skills (e.g., dress, punctuality, responsibility)
  - ☐ daily living skills for independence
  - ☐ interpersonal skills
  - ☐ stress-management skills
  - ☐ knowledge of health and sexuality issues
  - ☐ problem-solving/decision-making skills
- ☐ Maintenance of student's transition portfolio,† including:
  - ☐ academic transcript and recent report cards
  - ☐ the transition plan and progress reports
  - ☐ reports of assessments (e.g., educational, medical, psychological, speech and language, social work)
  - ☐ IPRC description of strengths and needs and statements of decision
  - ☐ most recent IEP
  - ☐ cooperative education placement learning assessment reports
  - ☐ correspondence with the receiving institution concerning the transition
- ☐ Employment search
- ☐ Case management
- ☐ Provision for monitoring the plan
- ☐ Identification of anticipated future years' actions

**Responsibilities**

- ☐ Designated for each current action
- ☐ Designated individuals are aware of assigned actions and agree

**Timelines**

- ☐ For each action

*See Figure 5, p. 26.

†See Figure 4, pp. 24–25.

**Identifying the Student's Transition Goals**

The student's goals should be coordinated with those in his or her IEP and should encompass employment, further education, and community living.

The student's goals should strike a balance among:

- the student's ideal vision of the future;
- the limitations or barriers (actual and potential) to the student's realizing this ideal vision;
- the extent to which these limitations and barriers may be overcome by actions or supports such as appropriate health care and social services, help from family and friends, and accommodations from employers and further-education institutions, as well as by the student's own efforts.

As the transition-planning team considers the actions that will enable the student to achieve his or her goals, it may appear to the team members and to the student that the goals cannot be achieved. To resolve this discrepancy, either the student may change his or her goals or the team may plan other, more suitable actions. If a number of years remain prior to the student's transition, the transition plan might specify some actions for the student and or family to take to clarify the student's goals (e.g., researching certain career options) and to explore other possible strategies that will enable the student to achieve the desired goals.

Goals that should be considered for every student's transition plan are those that relate to the acquisition of self-advocacy skills – skills critical for all students making the transition to further education, work, and independent living. An important issue connected with self-advocacy is that of the student's disclosure of his or her need for accommodations. Figure 3 provides further information about this important subject.

**Figure 3: Self-Advocacy and Disclosure**

Self-advocacy skills are particularly critical to the success of exceptional students in adult life. Self-advocacy begins with disclosure by the student of his or her need for accommodations. This is a significant issue, especially for students with invisible disabilities (e.g., learning disabilities) when applying for employment or for admission to postsecondary institutions.

There are both advantages and disadvantages to disclosure, and careful consideration needs to be given to the best time to disclose a need for accommodations. Disclosure can help by enabling the student to gain access to needed accommodations, but it also risks closing some doors because of lingering misconceptions, on the part of some employers and postsecondary educators, about the nature of accommodations and the true abilities of exceptional students.

The Learning Disabilities Association of Ontario has developed the document *Learning Disabilities Disclosure Charts for Post-Secondary Education* (n.d.), which outlines some of the advantages and disadvantages of disclosing one's special needs at various stages in the process of applying to a postsecondary institution. (See "Selected Resources" at the end of this document.)

The development of awareness of disability issues (including issues around disclosure) and the acquisition of self-advocacy skills are goals that should be considered for every student's transition plan. See Figure 5: "Transition-Related Learning Expectations" for suggestions about incorporating these goals into the student's educational program.

For students with invisible disabilities, where there is a possibility that the student may choose not to disclose his or her disability after leaving school, care should be taken to protect this option for the student by preserving the student's anonymity when making inquiries to (or responding to inquiries from) employers or postsecondary institutions.

**Identifying the Student's Transition Goals**

The student's goals should be coordinated with those in his or her IEP and should encompass employment, further education, and community living.

The student's goals should strike a balance among:

- the student's ideal vision of the future;
- the limitations or barriers (actual and potential) to the student's realizing this ideal vision;
- the extent to which these limitations and barriers may be overcome by actions or supports such as appropriate health care and social services, help from family and friends, and accommodations from employers and further-education institutions, as well as by the student's own efforts.

As the transition-planning team considers the actions that will enable the student to achieve his or her goals, it may appear to the team members and to the student that the goals cannot be achieved. To resolve this discrepancy, either the student may change his or her goals or the team may plan other, more suitable actions. If a number of years remain prior to the student's transition, the transition plan might specify some actions for the student and/or family to take to clarify the student's goals (e.g., researching certain career options) and to explore other possible strategies that will enable the student to achieve the desired goals.

Goals that should be considered for every student's transition plan are those that relate to the acquisition of self-advocacy skills – skills critical for all students making the transition to further education, work, and independent living. An important issue connected with self-advocacy is that of the student's disclosure of his or her need for accommodations. Figure 3 provides further information about this important subject.

**Figure 3: Self-Advocacy and Disclosure**

Self-advocacy skills are particularly critical to the success of exceptional students in adult life. Self-advocacy begins with disclosure by the student of his or her need for accommodations. This is a significant issue, especially for students with invisible disabilities (e.g., learning disabilities) when applying for employment or for admission to postsecondary institutions.

There are both advantages and disadvantages to disclosure, and careful consideration needs to be given to the best time to disclose a need for accommodations. Disclosure can help by enabling the student to gain access to needed accommodations, but it also risks closing some doors because of lingering misconceptions, on the part of some employers and postsecondary educators, about the nature of accommodations and the true abilities of exceptional students.

The Learning Disabilities Association of Ontario has developed the document *Learning Disabilities Disclosure Charts for Post-Secondary Education* (n.d.), which outlines some of the advantages and disadvantages of disclosing one's special needs at various stages in the process of applying to a postsecondary institution. (See "Selected Resources" at the end of this document.)

The development of awareness of disability issues (including issues around disclosure) and the acquisition of self-advocacy skills are goals that should be considered for every student's transition plan. See Figure 5: "Transition-Related Learning Expectations" for suggestions about incorporating these goals into the student's educational program.

For students with invisible disabilities, where there is a possibility that the student may choose not to disclose his or her disability after leaving school, care should be taken to protect this option for the student by preserving the student's anonymity when making inquiries to (or responding to inquiries from) employers or postsecondary institutions.

**Identifying the Steps and Actions Necessary for Achieving the Goals**

The description of the actions that are required to enable the student to achieve his or her goals is the heart of the transition plan.

Each year of school presents different opportunities and challenges to the exceptional student. As the school-leaving date approaches, the student's goals and the actions planned in support of those goals should become more clearly focused, both in the transition plan and in the student's AEP.

Figure 4 identifies some actions that may be suitable at varying points in time prior to transition. This list is for illustration only; it is not intended to encompass all possibilities. The needs of students will vary widely depending on the nature and degree of their exceptionalities.

In preparation for defining appropriate actions, it may be helpful to identify barriers to the achievement of the student's goals. It may also be helpful to identify the major steps required for the student to achieve his or her goals and then to define specific actions associated with each of the steps. An example of a transition plan illustrating steps and actions may be found in Appendix 1: "Sample Plan 3".

Each action should be described in clear, unambiguous language so that it will be easy to determine whether and when the action has been undertaken and completed. Each action should be described as the responsibility of an individual, office, or organization on the student's transition-planning team and should have an associated timeline or completion date.

The list of actions identified for the current year should include everything that must be done to enable the student to continue to progress towards his or her goals.

If possible, anticipated actions for future years should also be identified, in order to:

- clarify the student's progression towards the goals;
- test the appropriateness of the planned steps and actions as ways to help the student achieve the goals;
- alert team members to future responsibilities.

*(text continues on p. 27)*

**Figure 4: Sample Actions for Different Stages Prior to Transition**

### Four to Five Years Before Leaving School (normally Grades 8 and 9)

- The student explores and begins to define his or her interests, skills, and abilities. These will be reflected in the AEP from Grade 7 and in the transition plan from age 14.
- The student explores options for work, further education, and independent living in the community in the light of his or her disability. The accommodations and/or assessments that the student may need in order to realize these goals should be considered. This step should be coordinated with the school's and school board's career-exploration activities that are undertaken in accordance with the ministry guidance and career education policy document *Choices Into Action*, and should be documented in the board's guidance and career education program plan.
- Where employment is the primary goal, early and ongoing work placement experiences are desirable. Planning should include appropriate supports in the workplace.
- For students who will require health care or social services, the transition-planning team encourages the parents to make applications on behalf of the student. If the student's needs warrant, an appropriate agency is identified and a referral is initiated to ensure that case management and further planning will be available after the student leaves school.
- Through the AEP process, the student identifies long-term goals and reviews them in the light of his or her interests, skills, and abilities.
- The transition-planning team identifies, and integrates into the program area of the student's IEP, individualized transition-related learning expectations that are necessary to the achievement of the student's transition goals (see Figure 5, "Transition-Related Learning Expectations", p. 26).

### Two to Three Years Before Leaving School (normally Grades 10 and 11)

- The transition-planning team identifies transition partners from outside the school system and involves them in the review of the transition plan.
- The student engages in community volunteer and/or work placement experiences. These experiences are particularly important where work or community living are the student's primary post-school goals. The forty-hour community involvement requirement (as described in Ministry of Education Policy/Program Memorandum No. 124A) for secondary school students may help meet this need for some exceptional students.
- Where postsecondary study is a goal, the student and team begin to gather specific information on postsecondary institutions, programs, and support services, with special emphasis on any accommodations that will be required to meet the student's needs. Exploratory visits to the institution may be arranged through the special needs offices of postsecondary institutions to which the student is considering applying. The website of the National Educational Association for Disabled Students (NEADS) (http://www.neads.ca/english/norc/edlink/directory.html) maintains a link to the websites of the special needs offices of most Ontario postsecondary institutions.
- The student and team consider obtaining a psycho-educational (re)assessment of the student both to assist in identifying accommodations appropriate to the secondary school environment and to satisfy possible admission requirements of a college or university. Universities and colleges frequently require a recent psycho-educational assessment and diagnosis as a condition of admission for students seeking accommodations for special needs.
- The student and team explore options for post-school financial support.
- The student and team explore options for post-school living arrangements.
- The team reviews the status of the student for wait-listed post-school health care and social services, considering alternative strategies where this appears necessary.
- The team considers initiating a transition portfolio (see description below, under "One Year Before ...").
- The student and team review the achievement of individualized transition-related learning expectations. These expectations, and the supports required by the student to achieve them, are amended as necessary in the student's IEP.

## One Year Before Leaving School (normally Grade 12)

While the student and/or parent may have primary responsibility for many of the following actions, transition-planning team members should provide support where appropriate.

- The student applies to appropriate institutions and programs for further education, and/or to community support programs, in accordance with his or her post-school goals.
- Students whose post-school goal is work conduct an active search for post-school employment. Students with high or complex needs should receive assistance from their support network, including parents, friends, teachers, and professional service providers.
- Students whose post-school goal is work and/or community living may allocate a significant portion of their time to community and/or work placement experiences.
- The student makes exploratory visits to postsecondary institutions to which he or she has applied. The special needs office of the particular institution can help to arrange this. Students may consider enrolment in a postsecondary course as a preparatory experience during the final year or over the summer following completion of secondary school. Some questions students should ask include:
  - Will this institution and program meet my interests and needs?
  - What will be expected of me in this program?
  - Can the workload be reduced or rearranged to meet my needs?
  - Is there access to the accommodations that I need?
  - Will I have appropriate financial support (student loans, disability bursaries)?
  - Do I need an updated psycho-educational or other assessment?
- The student applies for financial support programs, where needed.
- The student applies for housing, where appropriate.
- The team makes a final assessment of the individualized transition-related learning expectations and develops plans for further instruction, where required.
- The team helps the student to compile a *transition portfolio* of critical records (or copies of those records) that the student can supply to the organization(s) that will be providing support after the student leaves school. Provision of these records may reduce the need for costly and time-consuming reassessment. Records in the transition portfolio might include the following:
  - correspondence with the receiving institution concerning the transition;
  - the academic transcript, recent report cards, and, if appropriate, the Ontario Skills Passport (see p. 14, note 5);
  - diplomas, certificates, and awards;
  - reports of assessments (e.g., educational, medical, psychological, speech and language, social work);
  - the IPRC description of strengths and needs and statements of decision;
  - recent IEPs with the transition plan and progress reports;
  - cooperative education or work experience program reports;
  - letters of recommendation from teachers and work placement supervisors;
  - relevant samples of the student's work;
  - a self-advocacy statement by the student, outlining future goals and describing his or her special needs and required accommodations and compensatory strategies.
- On leaving school, the student participates in an exit program (as required by Ministry of Education policy, as outlined in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*), in which the student's plans for the immediate future are reviewed (see "Exit Programs" on pp. 30–31 of this guide). The transition-planning team leader may wish to review the student's transition plan one last time with the student and parents to ensure that individuals and organizations that will be supporting the student in the future are aware that the student is leaving school and will now be requiring new or additional services.

**Figure 5: Transition-Related Learning Expectations**

The student's goals as expressed in his/her transition plan and the actions set out in the plan to achieve those goals may require the student to acquire certain knowledge and skills either through the Ontario curriculum or a cooperative education or work experience placement. Along with various other considerations, the student's transition plan can serve as a guide to student and family in the selection of courses for the student. It can also contribute to determining whether the student will work to achieve modified learning expectations from the Ontario curriculum or alternative learning expectations.

Some exceptional students require help in mastering certain generic skills that are needed in making the transition to work, further education, and independent living. These may include the following:

- self-advocacy skills
- study skills
- vocational/job skills
- employability skills (e.g., dress, punctuality, responsibility)
- daily living skills for independence
- interpersonal skills
- stress-management skills
- problem-solving/decision-making skills

All students need to acquire these generic skills, which are generally taught across the curriculum. These skills may become specific learning needs for many exceptional students. Some students may require accommodations or individualized teaching or learning strategies in order to acquire the skills. More than specific subject area skills and knowledge, these skills are crucial to all types of learning, and their lack may be judged by the transition team to be a barrier to the achievement of the student's goals.

The first option that should be considered for exceptional students who require specific instruction in generic skills is the individualization of teaching strategies to enable students to benefit from the teaching of these skills across the curriculum. A second option is to make use of the guidance and career education program, which includes courses such as:

- "Learning Strategies 1: Skills for Success in Secondary School", described in *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999*; and
- "Designing Your Future" and "Advanced Learning Strategies: Skills for Success After Secondary School", described in *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000*.

The strand "Preparation for Transitions and Change" in the Grade 11 and 12 courses may be particularly relevant to students who require transition-related learning expectations.

Some exceptional students may require knowledge and understanding of specific health issues related to their disability. Once again, the guidance and career education program includes courses that may be useful, such as:

- "Career Studies", described in *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999*; and
- "Designing Your Future", described in *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000*.

Skills that are necessary for the student's achievement of his/her transition goals but that cannot be addressed through the learning expectations in the Ontario curriculum (e.g., mobility or orientation skills) must be addressed in specific alternative learning expectations (see section 5.4.4 of the Ministry of Education policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*).

**Coordinating the Transition Plan With the IEP and Other Plans**

The actions in the transition plan may be closely related to expectations in the Ontario curriculum or they may specify a unique path tailored to the student's needs and goals. The transition plan will assist with the decision regarding whether, and to what extent, to depart from the Ontario curriculum and to use alternative learning expectations. Once this decision is made, any alternative learning expectations must be documented in the student's IEP.

Some of the actions identified in the transition plan may require supports (equipment or services) to be provided for the student. These supports should be documented in the IEP.

The actions in the transition plan should not limit the student's opportunities to achieve the learning expectations of the Ontario curriculum and to accumulate credits towards secondary school graduation. Some exceptional students will require more time than other students to achieve the maximum possible learning within the curriculum and also attain their transition-plan goals.

The relationship of the transition plan to other plans, such as the IEP, is elaborated in the section "An Integrated Planning Process" (pp. 29–31).

**Identifying Responsibilities and Timelines**

For each action described in the plan, the individual or office responsible for carrying out the action should be named and the time for completion of the action should be specified. Named responsible parties could be any member of the transition-planning team (student, parent, teacher, professional support provider, or outside agency). If a transition-planning meeting is held, consent of the individuals or agencies named should be obtained, if possible at the meeting; otherwise, arrangements should be made at the meeting to obtain that consent as a follow-up activity.

It is recommended that the team leader obtain confirmation from all persons or agencies identified in the transition plan as responsible for one or more actions, indicating that they:

- are aware of and understand the nature of their responsibility;
- believe that it will be possible to carry out the indicated action(s) within the specified time;
- will advise the team leader if circumstances change and they come to believe that they will not be able to complete the indicated action(s).

**Resolving Disputes**

In the event that the teacher and the student's family are unable to achieve consensus on the transition plan, the appropriate process for resolving the disagreement is similar to that for any disagreement over education programs and services. The parent should discuss his or her concerns with the following, in the order listed:

1. the school's special education department head (if applicable);
2. the school principal;
3. a school board special education coordinator (or the equivalent);
4. the appropriate superintendent at the school board.

## Phase 3: Documentation and Implementation

**Recording the Plan**

Each transition plan must contain, at a minimum, details of four major components: goals, actions, responsibility, and timelines. The sample transition plans in Appendix 1 illustrate the kind of information that should be provided in these four categories.

**Filing and Distributing Copies of the Plan**

As the transition plan is a part of the student's IEP, the regulatory provisions concerning the distribution and filing of the IEP apply also to the transition plan. These requirements are as follows:

- A copy of the IEP (including the transition plan) must be sent to the parents of the student and to the student, if age 16 or older, within 30 school days after the student's placement. (If the transition plan is developed separately from the IEP, it may be sent to the parents under separate cover, with a memorandum such as the one illustrated in Appendix 2.)

- The IEP (including the transition plan) must be filed in the student's OSR, unless the parent objects in writing.

The provisions of the OSR *Guideline* and the Municipal Freedom of Information and Protection of Privacy Act apply to the transition plan as part of the IEP. Students leaving school should be advised of the school's retention period for documents in the OSR file.

# An Integrated Planning Process

Transition planning is one of a number of planning processes intended to enable exceptional students to attend school, to benefit to their full potential from school programs, and to make a successful transition into adult life. Depending on the needs of the student, some or all of the following plans may be required:

- an Individual Education Plan (IEP), including a transition plan;
- an annual education plan (AEP);
- a cooperative education personalized placement learning plan (where applicable);
- an exit program;
- a "life plan" and an Individual Support Agreement for students who receive supports through agencies funded by MCFCS Developmental Services;
- health care and psychosocial support plans (where applicable).

While not technically a plan, the Identification, Placement and Review Committee (IPRC) statement of decision sets out the student's strengths and needs and also, possibly, program and service recommendations, which should be taken into consideration in developing the IEP and other plans.

If several of the plans mentioned above are required and are developed separately, there is a risk of considerable duplication of effort and an even greater risk that the plans will contradict each other. It is therefore recommended that school boards and school principals develop integrated planning procedures for exceptional students. For example, the various planning functions might be completed by a team of the student's core support persons in a multipurpose planning meeting.

An integrated planning process must not compromise regulatory or policy requirements governing the individual processes.

The following paragraphs review some of the interrelationships among the transition plan and other planning documents.

## The IPRC Statement of Decision

When reviewing an exceptional student's IEP, the Identification, Placement and Review Committee (IPRC) must consider, with written permission, the student's progress with respect to the annual goals and learning expectations outlined in the IEP. The student's goals in the transition plan are a part of the IEP and should be considered by the IPRC in documenting the student's strengths and needs and in making its placement decision.

Recent progress towards the student's stated goals should also be reviewed. The student's goals may affect a variety of factors, including:

- the description of the student's strengths and needs;
- the placement decision;
- IPRC recommendations concerning special education programs and services.

IPRC recommendations concerning programs and services must be considered in developing the student's IEP and transition plan.

## The Individual Education Plan (IEP)

The regulatory requirement that the transition plan be a part of the student's Individual Education Plan (IEP) leaves to local discretion the extent to which these two plans are integrated. For example, the components of the transition plan may be:

- fully integrated into various sections of the IEP;
- collected in a separate section of the IEP; or
- collected in a distinct document appended to the IEP.

As noted previously, it may be appropriate in some cases (especially for students with complex needs) for the transition-plan portion of the IEP to be developed in a meeting devoted exclusively to that purpose. In these cases, the challenge will be to ensure that the transition plan is compatible with the rest of the IEP. The IEP curriculum-related goals, learning expectations, supports, and accommodations must be consistent with the actions documented in the transition plan. To achieve this, the IEP should be reviewed and revised in its entirety in the light of the transition plan.

## The Annual Education Plan (AEP)

All students from Grade 7 on are required to prepare an annual education plan (AEP) that describes the student's goals and the plans for achieving those goals. The student's teacher-adviser assists the student in preparing the AEP.[9]

To ensure that the transition plan is compatible with the student's AEP:

- the student and the teacher-adviser should be aware of the contents of the IEP and the transition plan when preparing the AEP;
- the members of the student's transition-planning team should be aware of the contents of the student's AEP when they discuss and prepare the student's transition plan.

In all cases, the student should take as much responsibility as possible, through the AEP process, for planning his or her own future. As students mature and their AEP takes on more detail, the extent of support required through the transition plan may diminish.

## The Cooperative Education Personalized Placement Learning Plan

Cooperative education and other forms of work experience programming are important components of the transition plans of some exceptional students.

Cooperative education and similar types of programs require a written learning plan that governs the student's work placement goals and activities. Details of the requirements for cooperative education programs are set out in the Ministry of Education policy document *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*. To ensure a meaningful work experience, those involved in choosing the placement and writing the placement plan must ensure that both are consistent with the student's goals, strengths, and needs as documented in the student's IPRC statement of decision, IEP, AEP, and transition plan.

The student's work experience can shape his or her interests and expectations. Consequently, the perceptions of the student, parent, job coach (where applicable), and teachers about the student's recent work experience can help to shape the next year's transition plan and IEP.

## Exit Programs

As part of the school's guidance and career education program, schools are required to provide exit programs for students who leave school upon or before graduation. Policy requirements of exit programs are set out in *Ontario Secondary Schools, Grades 9 to 12* (section 5.7.2) and in *Choices Into Action* (pp. 15 and 16).

The purpose of these programs is to help all students to make successful transitions to the next stage of their lives, whether they are graduating, transferring to another school, or leaving school for work or community living. All students leaving school must have access to an exit program and should be encouraged to participate.

The school's exit program should provide the student at the point of leaving school with:

- a review of the student's achievements;
- discussion and clarification of the student's plans for the immediate future;
- information on postsecondary education options;

9. More information about the teacher-adviser program and the annual education plan may be found in the ministry documents *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*, and *Helping Students Plan Their Education, 2000* (see "Selected Resources" at the end of this document).

- information about community services and community contacts that can provide assistance;
- information on apprenticeship programs;
- information on procedures for applying for employment;
- information on managing personal finances.

Much of this information may have been provided as part of the student's transition-planning process. The exit program offers an opportunity to review this information with the student. At the point of the student's school leaving, the exit program should provide the exceptional student (and family) with:

- a copy of the student's transition portfolio and information on how to use it;
- information about the Ontario Secondary School Diploma, the Ontario Secondary School Certificate, or the Certificate of Accomplishment (where relevant), and the Ontario Student Transcript; and
- information about the school's retention policies for student records.

Finally, the exit program provides an opportunity for a last check to ensure that the planned support services will be in place for the student upon leaving school.

## The MCFCS "Individual Support Agreement"

The Developmental Services Branch of the Ministry of Community, Family and Children's Services has introduced an "Individual Support Agreement" to document service plans for individual clients. Where parents (or older students) consent, the transition plan, and possibly also the IEP, might provide supporting documentation for the Individual Support Agreement. Similarly, the Individual Support Agreement may provide useful information for the development of the student's transition plan and IEP.

## Health Care and Psychosocial Support Documents

In addition to the MCFCS Individual Support Agreement, other planning and administrative documents are likely to be associated with the health and psychosocial supports required by some exceptional students. These services form part of the framework of support for the student and should be integrated into the planning process, where possible, in a process similar to that described here for other programs and services.

# Appendix 1: Sample Transition Plans

The following four sample transition plans are based on entirely fictitious cases that have been developed for illustrative purposes. The first three samples illustrate plans for students who have low to moderate needs, and are completed using a simple, standard form. The fourth sample illustrates an approach that might be taken in developing a comprehensive transition plan for a student with multiple and complex needs.

## Sample 1

**Sample Plan for a Student With Low Needs** (e.g., a student with a physical disability for whom no accommodations or program modifications are deemed to be required in addition to those documented elsewhere in the IEP). This page is part of the school board's IEP form.

**Date:** September 2002

**Long-Term Goal** Journalism (or other writing career) following study of English literature at a southern-Ontario university (per AEP)

| Actions | Responsibility | Date |
|---|---|---|
| This student's transition needs are adequately accommodated at present through the AEP and elsewhere in this IEP. No additional actions are needed at this time. With the student's permission, copies of relevant pages from the most recent AEP are appended. The need for a distinct transition plan will be examined annually, in September, when the student's IEP is developed. | – special education resource teacher | annually, in September |

## Sample 2

**Sample Plan for a Student With Low to Moderate Needs** (e.g., a student with a learning disability who is seeking admission to a college or university). In this example, the student's teacher-adviser serves as the leader of the transition-planning team. This page is part of the school board's IEP form.

**Date:** October 2002

**Long-Term Goal** Postsecondary college or university visual arts / graphic design / media programs

| Actions | Responsibility | Date |
|---|---|---|
| **Actions to Date** | | |
| The student has: | | |
| – begun to develop a visual arts portfolio | – student and teacher-adviser | spring 2001 |
| – set up an art samples folder and table of contents | – student | spring 2001 |
| – set goals in annual education plan (reviewed at IEP meeting) | – special education department / teacher-adviser | Sept. 2002 |
| **Actions – Current Year** | | |
| – review graphic design opportunities available at colleges/universities | – teacher-adviser / guidance department and student | Dec. 2002<br>Jan. 2003 |
| – ensure appropriate courses are selected and meet college/university prerequisites | – teacher-adviser / guidance department and student | Jan. 2003 |
| – select a senior student from the school's art program as a mentor | – teacher-adviser | Feb. 2003 |
| – examine opportunities within the community (e.g., workshops, courses) | – student and parents | June 2003 |
| **Actions – Next Year** | | |
| – continue with student mentor and attempt to establish liaison with college or university student(s) in relevant program(s) | – student and student mentor | fall 2003 |
| – participate in study skills program (missed in spring 1999 because of scheduling conflict) | – guidance and special education departments, student | fall 2003 |
| – gather specific information about certain colleges/universities and special needs offices | – student, guidance department | winter 2004 |
| – consider cooperative education placement at local graphic arts company | – teacher-adviser, cooperative education coordinator | winter 2004 |
| **Actions – Future Recommendations** | | |
| – visit selected colleges' or universities' graphic design or fine arts departments and special needs offices | – student and parents | sometime in 2005 |
| – investigate tours, open houses, university days | – student, teacher-adviser, guidance department | 2004–05 |

# Appendix 1: Sample Transition Plans

The following four sample transition plans are based on entirely fictitious cases that have been developed for illustrative purposes. The first three samples illustrate plans for students who have low to moderate needs, and are completed using a simple, standard form. The fourth sample illustrates an approach that might be taken in developing a comprehensive transition plan for a student with multiple and complex needs.

## Sample 1

**Sample Plan for a Student With Low Needs** (e.g., a student with a physical disability for whom no accommodations or program modifications are deemed to be required in addition to those documented elsewhere in the IEP). This page is part of the school board's IEP form.

**Date:** September 2002

**Long-Term Goal** Journalism (or other writing career) following study of English literature at a southern Ontario university (per ALP)

| Actions | Responsibility | Date |
|---|---|---|
| This student's transition needs are adequately accommodated at present through the ALP and elsewhere in this IEP. No additional actions are needed at this time. With the student's permission, copies of relevant pages from the most recent ALP are appended. The need for a distinct transition plan will be examined annually, in September, when the student's IEP is developed. | – special education resource teacher | annually, in September |

## Sample 2

**Sample Plan for a Student With Low to Moderate Needs** (e.g., a student with a learning disability who is seeking admission to a college or university). In this example, the student's teacher-adviser serves as the leader of the transition-planning team. This page is part of the school board's IEP form.

**Date:** October 2002

**Long-Term Goal** Postsecondary college or university visual arts / graphic design / media programs

| Actions | Responsibility | Date |
|---|---|---|
| **Actions to Date** | | |
| The student has: | | |
| – begun to develop a visual arts portfolio | – student and teacher-adviser | spring 2001 |
| – set up an art samples folder and table of contents | – student | spring 2001 |
| – set goals in annual education plan (reviewed at IEP meeting) | – special education department / teacher-adviser | Sept. 2002 |
| **Actions – Current Year** | | |
| – review graphic design opportunities available at colleges/universities | – teacher-adviser / guidance department and student | Dec. 2002<br>Jan. 2003 |
| – ensure appropriate courses are selected and meet college/university prerequisites | – teacher-adviser / guidance department and student | Jan. 2003 |
| – select a senior student from the school's art program as a mentor | – teacher-adviser | Feb. 2003 |
| – examine opportunities within the community (e.g., workshops, courses) | – student and parents | June 2003 |
| **Actions – Next Year** | | |
| – continue with student mentor and attempt to establish liaison with college or university student(s) in relevant program(s) | – student and student mentor | fall 2003 |
| – participate in study skills program (missed in spring 1999 because of scheduling conflict) | – guidance and special education departments, student | fall 2003 |
| – gather specific information about certain colleges/universities and special needs offices | – student, guidance department | winter 2004 |
| – consider cooperative education placement at local graphic arts company | – teacher-adviser, cooperative education coordinator | winter 2004 |
| **Actions – Future Recommendations** | | |
| – visit selected colleges' or universities' graphic design or fine arts departments and special needs offices | – student and parents | sometime in 2005 |
| – investigate tours, open houses, university days | – student, teacher-adviser, guidance department | 2004–05 |

## Sample 3

**Sample Plan for a Student With Moderate Needs** (e.g., a student with a moderate developmental disability seeking independent community living and supported employment). A representative from the local Association for Community Living has agreed to participate on the student's transition-planning team. This page is part of the school board's IEP form.

**Date:** October 2002

**Long-Term Goal** Independent living in the community with supported employment

| Actions | Responsibility | Date |
|---|---|---|
| **1. Develop a coordinated plan** | | |
| meet with local Community Living Association to begin liaison for transition plan | – student, parents (special education teacher to coordinate) | Nov. 2002 |
| attend transition-planning meeting to develop goals and direction for the future (in coordination with the AEP) | – parents, student, student friend from "circle of friends", special education teacher, teacher-adviser, educational assistant, Community Living representative | Dec. 2002 |
| **2. Develop parent/student knowledge of post-school options** | | |
| attend Post-21 Community Options presentation arranged by the school board and the local area office of MCFCS | – parents and student | Jan. 2003 |
| visit Community Living supported employment locations | – parents and student (Community Living representative to coordinate) | semester I, 2003–04 |
| **3. Develop workplace communication skills and refine behaviour skills** | | |
| review individualized learning expectations in IEP in the light of the student's progress and any relevant requirements of Community Living and of supported employment programs | – special education teacher, subject teachers, educational assistant, parents, Community Living representative | annually, in September IEP review |
| **4. Expand work experience** | | |
| do work placement at garden centre, with educational assistant support | – student, educational assistant, with monitoring of cooperative education teacher and input of special education teacher | semester II, 2003–04 |
| do additional work placements of increasing duration (if available) | – special education teacher and cooperative education teacher | semester II, 2004–05 |
| investigate summer work placement programs | – parents, Community Living representative | spring 2005 |

| Actions | Responsibility | Date |
|---|---|---|
| **5. Establish community links re housing and supported employment** | | |
| – begin discussions with Community Living about living arrangements and supported employment; register for any wait-listed programs or services that are likely to be required after leaving school; identify learning expectations that will facilitate transition to these programs | – parents, student, Community Living representative, special education teacher | Jan. 2003 |
| – review status of Community Living and supported employment programs; review relevant learning expectations and achievement | – parents, student, Community Living representative, special education teacher | annually, in September IEP review |

## Sample 3

**Sample Plan for a Student With Moderate Needs** (e.g., a student with a moderate developmental disability seeking independent community living and supported employment). A representative from the local Association for Community Living has agreed to participate on the student's transition-planning team. This page is part of the school board's IEP form.

**Date:** October 2002

**Long-Term Goal** Independent living in the community with supported employment

| Actions | Responsibility | Date |
|---|---|---|
| **1. Develop a coordinated plan** | | |
| – meet with local Community Living Association to begin liaison for transition plan | – student, parents (special education teacher to coordinate) | Nov. 2002 |
| – attend transition-planning meeting to develop goals and direction for the future (in coordination with the AEP) | – parents, student, student friend from "circle of friends", special education teacher, teacher-adviser, educational assistant, Community Living representative | Dec. 2002 |
| **2. Develop parent/student knowledge of post-school options** | | |
| – attend Post-21 Community Options presentation arranged by the school board and the local area office of MCFCS | – parents and student | Jan. 2003 |
| – visit Community Living supported employment locations | – parents and student (Community Living representative to coordinate) | semester I, 2003–04 |
| **3. Develop workplace communication skills and refine behaviour skills** | | |
| – review individualized learning expectations in IEP in the light of the student's progress and any relevant requirements of Community Living and of supported employment programs | – special education teacher, subject teachers, educational assistant, parents, Community Living representative | annually, in September IEP review |
| **4. Expand work experience** | | |
| – do work placement at garden centre, with educational assistant support | – student, educational assistant, with monitoring of cooperative education teacher and input of special education teacher | semester II, 2003–04 |
| – do additional work placements of increasing duration (if available) | – special education teacher and cooperative education teacher | semester II, 2004–05 |
| – investigate summer work placement programs | – parents, Community Living representative | spring 2005 |

| Actions | Responsibility | Date |
|---|---|---|
| **5. Establish community links re housing and supported employment** | | |
| – begin discussions with Community Living about living arrangements and supported employment; register for any wait-listed programs or services that are likely to be required after leaving school; identify learning expectations that will facilitate transition to these programs | – parents, student, Community Living representative, special education teacher | Jan. 2003 |
| – review status of Community Living and supported employment programs; review relevant learning expectations and achievement | – parents, student, Community Living representative, special education teacher | annually, in September IEP review |

## Sample 4

**Sample Plan for a Student With High Needs** (e.g., a student with multiple disabilities – developmental, physical, behavioural – ultimately seeking supported living and meaningful daytime activities in the community). This sample plan was developed by a joint resource group of the Ministry of Education and the Ministry of Community, Family and Children's Services (MCFCS). It illustrates a possible format and approach in which a separate transition plan is developed and appended to the student's Individual Education Plan.

Middletown District School Board

**School Board**

Middletown Collegiate Institute

**Secondary School**

This plan was prepared / ~~revised~~ by: Ms. A (SERT) ; on Oct. 4, 2003 (date)

*This plan contains confidential personal information and is to be distributed only as agreed in writing by the student's parent or legal guardian. It is considered by law to be a part of the student's Individual Education Plan (IEP) and is subject to the same protections and requirements as the IEP.*

### 1. STUDENT INFORMATION

Student's Name: Brian B. ; Student Number: 12356789

Date of Birth: October 10, 1988

Current Placement: Grade 9; Integration with support; Special Education Withdrawal 25%

Expected Date of School Leaving: June 2009 (age 21)

### 2. TRANSITION-PLANNING TEAM MEMBERS

*All persons listed as team members here agreed to participate on an as-needed basis within the limits of their available time. Team members may be added or replaced from time to time as the student's needs and goals change.*

**Attending the October 2 meeting**

- Ms. A. (SERT – team leader)
- Brian B. (the student)
- Ms. B. (mother)
- Jane B. (sister)
- Ms. C. (Educational assistant/attendant)
- Mr. D. (board behaviour consultant)
- Ms. E. (case coordinator, Middletown Community Living)

**Unable to attend on October 2**
- Mr. B. (father)
- Ms. F (Special Services at Home)

**Other Team Members** (available to assist as needed)
- Ms. G. (board special education coordinator)
- Ms. H. (board speech-language pathologist)
- Ms. I. (physiotherapist, Middletown CCAC)
- Ms. J. (occupational therapist, Middletown CCAC)

## 3. THE STUDENT'S STRENGTHS AND NEEDS

***Note:*** *This statement of strengths and needs is duplicated from the student's IPRC statement of decision. It also appears in his Individual Education Plan (to which this Transition Plan will be appended). This statement should be reviewed in the next IPRC or IEP process for consistency with the student's transition goals.*

**Strengths:**
- responds positively to use of music
- is developing recreational water skills
- is comfortable in a range of social situations
- expresses emotions clearly (smiles, cries)
- communicates with symbol board (25 symbols including toileting needs)
- shows motivation / wants to participate (e.g., hums along in music class)
- has a supportive family and support workers

**Needs:**
- to develop self-control and understanding with respect to sexuality and frustration
- to develop self-management skills for feeding, food preparation, and personal hygiene
- to increase symbol vocabulary to facilitate social interaction (with friends, and with classmates in extra-curricular activities)
- to increase ability to retain focus on task
- to increase word recognition
- to increase number recognition and counting skills

## 4. EDUCATIONAL GOALS

- To remain at Middletown Collegiate until age 21 to maximize learning of literacy, numeracy, and life skills (specific learning expectations to be documented annually).
- To continue to practise and maintain his literacy and numeracy skills after leaving school and to develop life skills further.

**Actions**

*Teacher, Case Coordinator*
- Assess (at age 18) the possibilities for enrolment in a community literacy program after age 21.

## 5. VOCATIONAL GOALS

- To pursue supported work experience, if available, leading, after age 21, to supported employment – either paid or volunteer.

**Anticipated Barriers**

- Full-time supported employment is NOT currently an option in this community. Staff of the Regional Office of MCFCS are assessing future demand for this and other services.

**Actions**

*Parents, Teacher, and Educational Assistant*

- Work with student to help him further articulate his interests.
- Review at year 2003 transition-planning meeting.

*Student, Teacher*

- Develop pre-employment skills (age 15):
  - see item 7, "Personal and/or Vocational Skills";
  - document in IEP Learning Expectations section.
- Begin work experience placement (age 16).
- Increase time in job placement annually through age 21.

*Team, Case Coordinator*

- Plan work experience placement(s) for next year (age 15).
- Review Brian's progress annually and the likely availability and extent of employment support after school leaving, and revise this plan as necessary.

## 6. COMMUNITY LIVING GOALS

- To continue to live with parents while in school and after age 21 while exploring and working towards a long-term supported-living plan.

**Strategy**

- Work on community integration while the student is still in school in order to prepare him for eventual living outside the family home.

**Actions**

*Teacher*

- Develop/review alternative IEP learning expectations as per "Personal and/or Vocational Skills" (section 7 of this plan).

*Parents, Case Coordinator*

- Meet this year to explore the following:
  - post-21 possibilities for supported employment, including transition to supported employment (e.g., have future job coach come into the school and work with the student for a period of time prior to school leaving);
  - additional social groups that the student might participate in now and in future, both before and after age 21 (recreation centres, special olympics, faith community);
  - supported-living arrangements (and the possibility of developing a supported-living plan for post-21 living arrangements);
  - the possibility of family counselling to assist the family's adjustment.
- Enter the student now on waiting lists for supported-living facilities.

- Maintain a list of persons available to support the student (e.g., a retired neighbour who has volunteered to accompany the student to and from community activities on PA days).
- Consult with lawyer about long-term financial provisions for the student.

## 7. PERSONAL AND/OR VOCATIONAL SKILLS

**For future consideration**

- Build on the student's interests in music.
- Consider swimming pool as a future activity and motivator once hygiene skills are well established.
- Review behaviour-management strategy in light of anticipated behavourial adjustment related to transition.

**Actions (learning expectations)**

*Teacher*

- Communication: Expand student's range of Bliss symbols to include home, community, and work settings (the student currently uses school environment symbols only while in school).
- Social/Vocational Skills: Have student daily collect recyclable paper and bottles from first-floor classrooms with help from educational assistant.
- Physical Skills: Have physiotherapist assess the student and develop recommended daily physical routine.
- Food (Selection/Preparation/Feeding): Have student visit supermarket weekly with educational assistant to:
  - select snacks for coming week;
  - gain familiarity with money and payment.

## 8. IMPLEMENTATION

All items are the responsibility of Ms. A (SERT).

| Item / Comment | Completion Date |
|---|---|
| **Parental/student consent for sharing this plan with team members:** | Oct. 4, 2003 |
| **Coordination with IEP:**<br>Ensure IEP learning expectations and student supports are consistent with actions in this transition plan. | Oct. 4, 2003 |
| **Coordination with AEP:**<br>Parent and principal agree that transition plan is AEP. | Oct. 4, 2003 |
| **In-year review: Yes** X **No** ___ **:**<br>Ms. A. will organize (Jan. or Feb., 2004). | |
| **Projected Date of Next Annual Review:** Sept. 2004 | |

# Appendix 2: Sample Forms Related to Transition Planning

## a) Consent to Share Transition-Plan Information

**CONSENT FORM**

_____ **District School Board**

**Student** _____

I consent to the sharing of the following documents with the members of my child's transition-planning team listed below. This consent is for a period of one year from the date this document is signed.

**Members of the Transition-Planning Team**

| Name | Organization |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

**Documents to be shared**
(*All of these documents can be found in the OSR.*)

- ☐ most recent psychological assessment
- ☐ most recent medical assessment
- ☐ most recent educational assessment
- ☐ most recent report card
- ☐ most recent IPRC statement of decision
- ☐ most recent annual education plan
- ☐ most recent Individual Education Plan, including transition plan
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

_____ _____ _____

Signature of parent/guardian or student, if age 18 or over — Date

## b) Sample Memorandum to Parent/Student

*For optional use when a transition plan is developed separately from the rest of the IEP*

_____ **District School Board**

# MEMORANDUM

TO: _____

FROM: _____

DATE: _____

RE: Transition Plan for _____
(student name)

---

Enclosed is the transition plan, including the points we discussed at our recent meeting. This plan is part of the Individual Education Plan (IEP) and will be stored by the school in the Ontario Student Record (OSR) Documentation Folder (as per Regulation 181/98).

A copy of the plan has been provided to all individuals who were involved in preparing it.

If you have concerns about the plan as it is written, or if concerns arise in the course of the year about how the plan is being carried out, please let me know. You can reach me by phone at

_____ .

The next scheduled review of this transition plan will be _____ .
However, please feel free to call me at any time if there is a need.

_____
(Signature)

# Appendix 3: Local Offices of the Ministry of Education, the Ministry of Community, Family and Children's Services, and the Ministry of Health and Long-Term Care

Current addresses and other contact information for the local offices of the Ministries of Education; Community, Family and Children's Services; and Health and Long-Term Care can be found at the websites of the three ministries.

**Ministry of Education**

**Website:** http://www.edu.gov.on.ca

***District Offices:*** Home > Elementary/Secondary > District Offices
http://mettowas21.edu.gov.on.ca/eng/general/elemsec/distoff/index.html

**Ministry of Community, Family and Children's Services**

**Website:** http://www.gov.on.ca/CSS

***Regional Offices:*** Home > Regional Offices
http://www.gov.on.ca/CSS/page/offices/offices.html

**Ministry of Health and Long-Term Care**

**Website:** http://www.gov.on.ca/health

***Community Care Access Centres:*** Home > Community Care Access Centres
http://www.gov.on.ca/health/english/contact/ccac/ccacloc_mn.html

**Ministry of Training, Colleges and Universities**

**Website:** http://www.edu.gov.on.ca

***Colleges of Applied Arts and Technology:*** Home > Postsecondary > Colleges > Addresses and Websites
http://www.edu.gov.on.ca/eng/general/list/college.html

***Universities:*** Home > Postsecondary > Universities > Addresses and Websites
http://www.edu.gov.on.ca/eng/general/list/univers.html

# Selected Resources

For documents available on the Internet at the time of writing, an Internet address is given following the author and title information.


**Ontario Government Publications**

Ministry of Citizenship, Ontario. *Business Results Through Diversity*. Toronto: Ministry of Citizenship, Ontario, 1997.

_____. "Paths to Equal Opportunity". http://www.equalopportunity.on.ca.

Ministry of Community and Social Services, Ontario. *Individual Support Agreements for People With Developmental Disabilities*. Toronto: Ministry of Community and Social Services, Ontario, January 1998.

_____. *Making Services Work for People: A New Framework for Children and for People With Developmental Disabilities*. Toronto: Ministry of Community and Social Services, Ontario, April 1997.

Ministry of Education, Ontario. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Ministry of Education, Ontario, 1999.

_____. *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*. Toronto: Ministry of Education, Ontario, 2000.

_____. *Helping Students Plan Their Education*. Toronto: Ministry of Education, Ontario, 2000.

_____. *Individual Education Plans: Standards for Development, Program Planning, and Implementation*. Toronto: Ministry of Education, Ontario, 2000.

_____. *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education*. Toronto: Ministry of Education, Ontario, 1999.

_____. *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education*. Toronto: Ministry of Education, Ontario, 2000.

_____. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements*. Toronto: Ministry of Education, Ontario, 1999.

_____. *Planning for Independence*. Toronto: Ministry of Education, Ontario, 1990.

_____. *Special Education: A Guide for Educators*. Toronto: Ministry of Education, Ontario, 2001.

**Ontario School Board Resources**

Toronto District School Board, Metro-Wide Special Education Programs. *An Overview of Transition Planning*. Toronto: Toronto District School Board, n.d.

Waterloo County Board of Education. *Work Experience Guidelines and Procedures*. Kitchener-Waterloo, ON: Waterloo County Board of Education, n.d.

York Region Board of Education, Special Education and Support Services. *Work Experience Program: Procedures and Resources*. Markham, ON: York Region Board of Education, March 1996.

**Other Canadian Resources**

Alberta Education, Special Education Branch. *Transition Planning for Young Adults With Intellectual Disabilities: A Resource Guide for Families, Teachers and Counselors*. Edmonton: Ministry of Education, Alberta, 1992.

Eaton, Howard, and Coull, Leslie. *Transitions to Postsecondary Learning*. Vancouver: Eaton Coull Learning Group Ltd. Publishing, 1998.

Freeze, D. Richard. *Promoting Successful Transitions for Students With Special Needs*. Winnipeg: University of Manitoba, Canadian Council for Exceptional Children, 1998.

Golombos, Diane. *Planning ... to Have a Life*. Toronto: Roeher Institute, 1995.

Herriot, Carol. *Post-Secondary Screening Inventory for Suspected Learning Disabilities*. Guelph, ON: University of Guelph, 1996.

Learning Disabilities Association of Ontario. *A Family Affair: Preparing Parents and Students With Learning Disabilities for Postsecondary Education*. Ottawa: Learning Disabilities Association of Canada, 1998.

_____. *Learning Disabilities Disclosure Charts for Post-Secondary Education*. Toronto: Learning Disabilities Association of Ontario, n.d.

_____. *Together for Success – Guidelines and Self-Advocacy for Post-Secondary Students With Learning Disabilities*. Ottawa: Learning Disabilities Association of Canada, 1996.

McLeod, Rita. *School to Life Transition Handbook: Five Steps to Successful Planning*. Saskatoon: Saskatchewan Association for Community Living, 1999.

National Educational Association for Disabled Students. "Where Is the School You Are Looking For?". 2001. http://www.neads.ca/english/norc/edlink/directory.html

Nichols, Eva. *Tools for Transition: A Counsellor's Guide to Learning Disabilities*. Toronto: Learning Disabilities Association of Ontario, 1999.

O'Brien, J., and O'Brien, C.L. *A Little Book About Person Centered Planning*. Toronto: Inclusion Press, 1998.

Pearpoint, J., et al. *The Inclusion Papers: Strategies to Make Inclusion Work*. Toronto: Inclusion Press, 1992.

_____. *PATH: A Workbook for Planning Alternative Tomorrows With Hope*. Toronto: Inclusion Press, 1992.

Petruka, Dale R. *Facilitating the Transition of Youth With Disabilities From High School to Adult Life*. Paper presented to the Advisory Council of the Toronto District School Board, Toronto, March 11, 1999.

Roeher Institute. *Leisure Connections*. Toronto: Roeher Institute, 1989.

**American Resources**

In addition to the Ontario and Canadian current references provided above, there is an extensive American literature on transition planning as a result of the mandating of transition services by the U.S. federal government in the Individuals With Disabilities Education Act (IDEA). Much of this literature is available on the Internet. A small sample of some of the documents that appear to be most helpful is given below. Even a cursory Internet search will reveal much more.

California School to Work Interagency Transition Partnership (SWITP). "Best Practices for Coordinating Transition Services". n.d. http://www.sna.com/switp/bestprac.htm.

IDEA Partnerships. *IDEA Practices*. Professional Development Resources > Transition. July 2002. http://www.ideapractices.org/resources/index.php.

Institute for Community Inclusion. *Moving On: Planning for the Future*. Section II, Transition Planning – The Process. 1996. http://communityinclusion.org/publications/fulltext/mti_guide

Lichenstein, Stephen, and Nisbet, Jan. (Eds.) *A Compendium of Research and Evaluation in Secondary Special Education, Transition, and Related Topics*. Durham, NH: Institute on Disability, University of New Hampshire, 1990.

Minnesota Department of Children, Families and Learning. *Making the Transition Team Work*. Roseville, MN: Minnesota Department of Children, Families and Learning, Fall 1997.

Mount, B. *Making Futures Happen*. St. Paul, MN: Metropolitan Council, 1990.

National Information Centre for Children and Youth With Disabilities (NICHCY). "Transition Services in the IEP". March 1993. http://www.ldonline.org/ld_indepth/iep/ieppub.html.

_____. *Vocational Assessment*. Washington, DC: Rothenbacher and Lacomte, 1990.

National Joint Committee on Learning Disabilities (NJCLD). "Secondary to Postsecondary Education Transition Planning for Students With Learning Disabilities". January 1994. http://www.ldonline.org/njcld/secondary.html.

Sowers, Jo-Ann. *Opportunity Resource, A Guide for Business: Hiring, Training, and Supporting Employees with Disabilities*. Durham, NH: Institute on Disability, University of New Hampshire, 1998.

Sowers, Jo-Ann, et al. *Youth in Transition: From School to Work*. Durham, NH: Institute on Disability, University of New Hampshire, 1998.

Storms, J., O'Leary, E., and Williams, J. *The Individuals with Disabilities Education Act of 1997 – Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*. [online]. Western Regional Resource Centre. July 2000. http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm.

University of Minnesota. *National Centre on Secondary Education and Transition*. June 2002. http://ici.umn.edu/ncset.

West, Lynda L., et al. *Integrating Transition Planning Into the IEP Process*. Reston, VA: The Council for Exceptional Children, 1992.

# Acknowledgements

The Ministry of Education thanks the many individuals who have reviewed and commented on drafts of this document, including members of the Minister's Advisory Council on Special Education and staff of the following Ontario government ministries: the Ministry of Citizenship, the Ministry of Community, Family and Children's Services, the Ministry of Health and Long-Term Care, and the Ministry of Labour.

In addition, the Ministry of Education acknowledges the contribution to this guide of the many organizations in Canada and the United States that have shared information about transition planning and related topics. Many of these sources are identified under "Selected Resources" at the end of this guide.

The ministry also thanks the many individuals involved with Ontario schools and parent associations who have developed and shared materials that will be of assistance in planning transitions for students with specific exceptionalities.